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ABSTRACT

Rising Australian unemployment in the 1970s, increasing part-time employment, and large fluctuations in teacher supply and demand has made Australian teachers interested in more flexible employment patterns. One such pattern, permanent part-time teaching (PPTT), involves teaching at least 12 hours of school per week at fixed times with prorated salaries and fringe benefits. To find teachers' attitudes toward PPTT, the author surveyed 653 secondary teachers in 17 urban and rural public schools in New South Wales (Australia). Questionnaires sought data on respondents' age, sex, marital status, teaching experience, spouse employment, and child dependents and on their perceptions of PPTT's impact on working conditions, teacher supply and demand, teaching effectiveness, administrative costs, and social relationships. Using analysis of variance, the author reached 23 conclusions about teacher attitudes. Responding teachers thought that PPTT would help improve working conditions, increase teacher effectiveness with pupils, restore equilibrium in teacher supply and demand, and better teachers' ability to cope with social relations problems. (RW)

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PERMANENT PART TIME TEACHING:

AN AUSTRALIAN PERSPECTIVE

J.M. Wood Ph.D.

ERDC JOB SHARING STUDY 1981

(SECONDARY SCHOOLS) - PART 1

A paper presented at the American Educational Research Association 1981 Annual Conference, Los Angeles, California, April 13 - 17.

PERMANENT PART TIME TEACHING (P.P.T.T.):

AN AUSTRALIAN PERSPECTIVE

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In the Australian economy the forces of supply and demand for standard hours work (5 day/40 hour week) are in a state of disequilibrium. In March 1980 the Australian Bureau of Statistics reported that 7.2 per cent of the Australian workforce were unemployed, and this figure included members of many professional groups such as teachers. In this paper I will examine four aspects of this unemployment problem. First, I will examine the dramatic change in both recorded and hidden unemployment in Australia in the last decade and the associated part-time work 'revolution'. Second, specific reference will be made to supply and demand for teachers in Australia and thirdly some alternative approaches for teacher employment will be outlined. Finally some preliminary findings from my recent study on attitudes towards PPTT in NSW secondary schools will be reported.

I. UNEMPLOYMENT AS A BACKDROP

Before I discuss the attitudes of Australian teachers towards PPTT it is necessary to have some understanding of the prevailing economic conditions in Australia that have provided the impetus for innovative work patterns in education and other fields.

Throughout the 1960's Australia was placed among the bottom third of OECD nations in terms of recorded unemployment.[1] Table 1 reveals that for most of this period the unemployment rate had been approximately 1 per cent, i.e. only about 1 per cent of Australian workers had been

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[1] O.E.C.D. Economic Outlook, July 1980. Table 6, p. 21 (see Table 2).

registered for employment at a particular time. This figure experienced some minor fluctuations associated with changes in the level of effective demand and investment, however when compared with the era of the 1930's the unemployment rate was extremely low.

Table 1

UNEMPLOYED AS PERCENTAGE OF WORK FORCE

Year	% Unemployed
1930	19.3
1931	27.4
1932	29.0
1933	25.1
1965	0.9
1966	1.3
1967	1.4
1968	1.3
1969	1.1
1970	1.1

Source: Commonwealth Year Book

The 1970's witnessed a dramatic reversal of this highly favourable situation. Between 1974 and 1978 there was a 400 per cent increase in unemployment levels in Australia i.e. in 1974 the unemployment rate was 1.5 per cent and by 1978 it had increased to 6.4 per cent of the workforce. During this period Australia had moved from being one of the lowest OECD nations in terms of recorded unemployment levels to one of the highest. Table 2 shows that the Australian unemployment rate was approximately 40 per cent below the OECD average during the decade 1964-1973, whereas by 1978 the Australian unemployment rate was almost 20 per cent above this average. Furthermore Table 2 indicates that of the 12 countries listed that account for 90 per cent of OECD employment, only two countries had lower unemployment rates in our base period, namely Germany and Japan. Alternatively in 1979 only three countries Spain, Italy and Canada exceeded Australia's unemployment rate.

Table 2

Adjusted unemployment rates in selected OECD countries[a]
Per cent of total labour force, seasonally adjusted

	Average 1964-1973	Average 1974-1979	1976	1977	1978	1979	1978 Q1	1978 Q2	1978 Q3	1978 Q4	1979 Q1	1979 Q2	1979 Q3	1979 Q4	1980 Q1
United States	4.4	6.6	7.5	6.9	5.9	5.7	6.1	5.9	5.9	5.7	5.6	5.6	5.7	5.8	6.0
Japan[b]	1.2	1.9	2.0	2.0	2.2	2.1	2.1	2.2	2.3	2.3	2.0	2.1	2.2	2.1	1.8
Germany	(0.7)	(3.2)	(3.6)	(3.6)	(3.5)	(3.2)	(3.6)	(3.6)	(3.5)	(3.4)	(3.4)	(3.2)	(3.2)	(3.1)	(2.8)
France[b]	(2.2)	4.5	4.4	4.9	5.2	(5.9)	(4.6)	(4.9)	(5.3)	(5.3)	(5.5)	(6.0)	(6.0)	(5.9)	(6.0)
United Kingdom[b]	(3.1)	(5.1)	(5.5)	(6.1)	(6.1)	(5.8)	(6.3)	(6.2)	(6.1)	(5.9)	(6.0)	(5.8)	(5.6)	(5.7)	(6.0)
Italy[c]	5.5	6.6	6.6	7.1	7.2	7.6	7.2	7.1	7.2	7.2	7.6	7.6	8.0	7.3	7.8
Canada	4.9	7.2	7.1	8.0	8.3	7.4	8.3	8.4	8.3	8.1	7.9	7.6	7.1	7.2	7.4
Australia	1.8	5.1	4.7	5.6	6.4	6.2	6.7	6.3	6.3	6.1	6.2	6.2	5.9	5.5	6.0
Finland	2.3	4.5	3.9	6.0	7.4	6.0	7.5	7.3	7.3	7.4	6.8	6.0	5.7	5.5	4.6
Norway	(1.8)	1.8	1.8	1.5	1.8	2.0	1.9	1.4	2.1	2.0	2.3	2.1	1.9	1.7	1.6
Spain	1.8	5.6	5.0	5.5	7.3	9.0	6.9	7.0	7.5	8.0	8.5	8.4	9.1	9.9	10.9
Sweden	2.0	1.9	1.6	1.8	2.2	2.1	2.2	2.3	2.4	2.1	2.1	2.3	2.0	1.9	1.8
Total[d]	(3.0)	(4.9)	(5.3)	(5.3)	(5.2)	(5.1)	(5.2)	(5.1)	(5.2)	(5.1)	(5.1)	(5.1)	(5.1)	(5.1)	(5.2)

a) Figures in brackets have been adjusted to international definitions by the OECD. Due to recent important changes introduced for some countries, the method used in *Economic Outlook*, 19, July 1976, will be updated in a future issue. For several countries, the adjustment procedures and assumptions are similar to those recently introduced by the U.S. Department of Labour ; minor differences may appear with the corresponding rates computed following the U.S. concepts, due essentially to the fact that the latter refer to the "civilian labour force".
b) Preliminary data
c) Due to major changes introduced since 1977 in the Italian labour force survey, unemployment has been notably raised ; the U.S. Department of Labour excludes from the unemployed, persons not actively having sought work in the past four weeks (about 50 per cent of the unemployed according to the U.S. definitions)
d) Representing about 90 per cent of total OECD

Source: O.E.C.D. Economic Outlook, July 1980. Table 6, p. 21.

The imbalance between supply and demand for full-time work in Australia is only partly reflected in unemployment statistics. The Australian Statistician defines an unemployed person as one whom has actively sought work in a selected four week period by either registering with the Commonwealth Employment Service and/or directly contacting an employer. This definition may be very misleading because many individuals will not constantly seek jobs for a variety of reasons. Five surveys of persons not in the labor force have been undertaken since 1975, and a summary of these data are presented in Table 3.

Table 3 shows that in March 1980, 412,000 persons were recorded as unemployed. However, in the same year 576,000 respondents indicated that they wanted a job but were not actively looking for work. Furthermore

Table 3

UNEMPLOYMENT: HIDDEN AND RECORDED

	November 1975			May 1977			March 1979			September 1979			March 1980		
	M	F	P	M	F	P	M	F	P	M	F	P	M	F	P
Number Unemployed ('000)	150	130	279	170	144	314	224	204	428	202	195	397	212	201	412
Per Cent of Labour Force	3.8	5.7	4.5	4.2	6.3	4.9	5.4	8.6	6.6	4.9	8.2	6.1	5.1	8.1	6
Wanted a job but not actively looking for one ('000)	10	368	378	96	450	546	93	432	525	119	491	610	110	400	5
Would like to work and intend to look for work in the next 12 months ('000)	6	105	111	59	165	224	n.a.			58	198	256	n.a.		
Discouraged Workers ('000) (Statistician's Classification)	2	32	34	8	58	66	9	54	63	9	65	74	10	66	76

SOURCE: Australian Bureau of Statistics, Persons Not in the Labour Force, (Cat.No. 6220.0), November 1975, May 1975, March 1979, September 1979, March 1980.

the Statistician defined 76,000 workers as discouraged workers which he defined as persons not actively looking for work because they believed they would be unable to find work either because there was no available work in their specific field or locality or because they were inadequately trained for the job. Thus, if these "hidden underemployment" statistics are included the magnitude of the unemployment/underemployment problem in Australia is greatly enlarged. One estimate by Sheehan (1980)[2] suggests that hidden unemployment in Australia in August 1979 was 5.7 per cent. A second estimate by Gallagher (1979: 3) noted that "when we add 'hidden' to 'official' unemployment we find an actual unemployment rate around 14%". Although this figure may provide a clearer picture of underemployment, these statistics still exclude people involuntarily working part-time and

[2] Sheehan, P. Crisis in Abundance. Penguin Books, 1980.

individuals staying on at educational institutions rather than entering the labor market.

Unemployment and Education

The burden of unemployment has not been equitably shared across the workforce. Table 4 indicates the seriousness of the youth unemployment problem in Australia where 29.3 per cent of persons in the 15 - 24 age group are registered as unemployed c.f. 3.2 per cent of persons aged 25 years and over. There are many extant theories presented to explain this situation. At one extreme there is the 'dole bludger' syndrome that defines Australian youth as totally uncommitted to the work ethic. Opposed to this is a view that depicts Australian youth as highly motivated individuals whose ambition is crushed because of lack of job opportunities.

Table 4

UNEMPLOYED PERSONS DEC. 1980

	Number ('000)			Unemployment rate (per cent)		
	Males	*Females*	*Persons*	*Males*	*Females*	*Persons*
LOOKING FOR FULL-TIME WORK						
Total	206.1	151.2	357.4	5.1	9.1	6.2
Married	67.2	37.6	104.8	2.4	4.5	2.9
Not married(a)	139.0	113.6	252.6	10.6	13.7	11.8
Aged 15-19 years	74.8	72.3	147.0	19.0	23.9	20.9
Attending school	11.2	10.2	21.4	n.a.	n.a.	n.a.
Aged 20-24 years	45.2	33.8	78.9	8.0	9.0	8.4
Aged 25 years and over	86.1	45.3	131.5	2.8	4.6	3.2
Born in Australia	143.1	112.7	255.8	4.9	9.2	6.1
Born outside Australia	63.0	38.6	101.6	5.7	9.0	6.6
Arrived before 1971	42.5	22.4	64.9	5.1	7.7	5.7
1971 to 1978	14.2	8.7	22.9	6.4	7.9	6.9
1979 to survey date	6.4	7.4	13.8	12.6	26.8	17.7
LOOKING FOR PART-TIME WORK						
Total	20.1	54.5	74.6	8.4	6.4	6.8
Aged 15-19 years	13.4	16.6	30.0	15.9	15.0	15.4
Attending school	8.3	12.1	20.4	16.9	20.4	18.8
Aged 20-24 years	*	7.6	9.4	*	11.2	9.7
Aged 25 years and over	5.0	30.3	35.2	3.9	4.5	4.4

(a) Comprises never married, widowed and divorced

Source: ABS The Labor Force. Dec 1980.

None of these theories are very cogent. A more plausible explanation I believe is that the nature of economic conditions have changed and not people. Many economists suggest that the only solution to alleviate this shortage of standard hours positions is to increase the level of effective demand to stimulate growth in the economy. However this economic solution does not account for changing social pressures and the growing move to reject the 5/40 standard hours model of employment.

An increasing number of Australian workers are seeking reduced hours of work for productivity increases rather than increases in fringe benefits. It would appear that for many workers fringe benefits have been saturated and increased leisure is seen as more highly desirable in a leisure/fringe benefits trade off.

As is common in a recession, education systems and schools emerge as a 'scapegoat' for the economic woes of the time. Australian schools in the 1970's are a good example of this syndrome. Over the last few years schools have been under considerable pressure to assist students by providing more effective assistance in the transition from school to work. Numerous studies on school-to-work have been conducted by Federal agencies such as the Schools Commission and new full time positions for career counsellors are being created in schools.

However, the effectiveness of these responses needs to be carefully examined. First, data by economists such as Miller (1981)[3] suggest that education and job success are highly positively correlated. Using regression analyses based on the 1976 census Miller estimated that the unemployment rate of 15 - 19 year old males who left school at 17 was 7.2 per cent. On the other hand the unemployment rate of a similar group of students who left school at 14 years of age was 26 per cent.

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[3] Miller, P. 'How Unemployment Rates Differ: The Influence of Education and Migration.' Discussion paper No. 19, Centre for Economic Policy Research, Australian National University. 1981.

This finding highlights the important link between secondary education and success in the job market and thus schools may not be as ineffective as many critics would suggest. The reasons why this relationship occurs are complex. Gruen (1981: 13)[4] makes the following observation:

> ... the main reason why later school leavers do so much better in the employment stakes may not be that they are so much better equipped in schools - but because education acts as a screening device. We know that those who leave school early tend to be the lowest achievers (e.g. in terms of numeracy, literacy and word knowledge) and the least motivated. It is perhaps not surprising that these are the least employable and that employers prefer keener and abler youth - when they can exercise a choice.

A second criticism may be that the 'increased effective demand' argument put forward by many economists to resolve the unemployment problem may not be a complete solution to the problem. If high unemployment becomes a norm for western societies then increased school expenditures on school/work interface may be ineffective in that they would be training students for non-existent jobs.

In summary, the link between education and employment is complex. Many issues need to be examined including alternative delivery systems for education; general vs. specialist training; 'front loaded' model of training vs. continuing and recurrent education; and theory-practice gap and internships. It is beyond the scope of this paper to discuss these and other related issues. However, these examples identify some of the areas where innovative educational approaches may make significant inroads on the high youth unemployment problem.

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[4] Gruen, F. The Future of Work: an Economic Perspective. Discussion paper No. 22, Centre for Economic Policy Research, Australian National University. 1981.

The Part Time Work Revolution

Over the last ten years considerable adjustments have occurred in the allocation of working hours in Australia in response to the imbalance between supply and demand for full time standard hours jobs as discussed above. The most significant social change in the workforce has been the rapid growth of part-time work. The Statistician defines a part-time worker as one who works less than 35 hours per week. During the period May 1964 to May 1974 full time employment increased 2.2% p.a. whereas part-time employment increased 4.5% p.a. The dramatic rise in part-time employment occurred in the following decade. From May 1972 to May 1978 part-time employment increased by 9.3% p.a. whereas full time employed slumped to an increase of only 0.6% p.a.

Although this indicates a significant trend away from a standard hours model of employment Gruen (1981: 23) emphasizes that

> 85 per cent of all employees still work full time, compared with 90 per cent in 1966. Some 93 per cent of total hours worked by employees are worked by those employed full time, compared with 95 per cent in 1966.

However as a result of recent industrial pressure to reduce the effective working week in many metal trades industries in Australia to a 35 hour week one could expect the number of persons included under the current definition of part-time work to grow significantly in the immediate future.

Gallagher (1979: 14) noted that for every five jobs created since 1972, three have been part-time positions, and two and one half of every three part-time positions have been filled by women. This trend towards part-time work needs to be considered as both a consequence of the structure of the labor market and the preference of the individual worker.

The Labor force restructuring effects are evidenced by the fact that

in December 1980 there were 1,021,100 people estimated to be in part time employment. Table 5 shows that of these 168,600 expressed a preference for working more hours. Thus 16.5 per cent of this group could also be considered to be part-time unemployed.

Table 5

PART-TIME WORKERS - WHETHER PREFERRED TO WORK MORE HOURS AND WHETHER LOOKING FOR FULL-TIME WORK - AGE AND HOURS WORKED, DECEMBER 1980
('000)

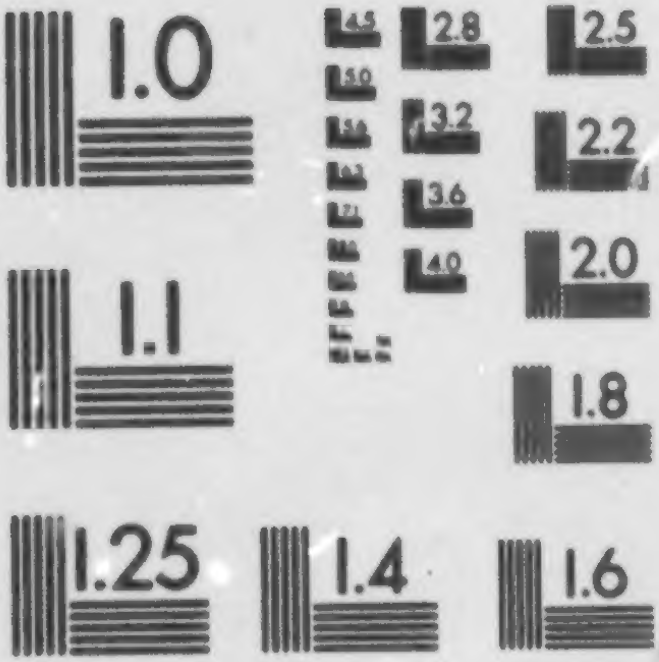
	Age group (years)			Persons who worked in the survey week: Hours worked in the survey week			Persons who did not work in the survey week(a)	Total
	15-19	20-24	25 and over	1-5	6-10	11 and over		
Total	365.6	87.2	568.3	122.2	195.4	637.5	46.0	1,021.1
Preferred to work more hours	266.3	58.2	485.0	94.4	156.3	560.3	41.1	852.5
Preferred to work more hours: Had actively looked for full-time work (b)	99.3	29.0	83.3	27.9	38.9	97.2	4.9	168.6
	31.2	15.2	10.6	9.1	10.6	15.8	*	63.1

(a) Persons who had a part-time job from which they were absent for the whole of the survey week (b) In the four weeks up to the end of the survey week

Source: A.B.S. Labor Force Australia. November 1980.

Labor force restructuring and the growth of part-time work has been associated with many complex economic and social factors. One major advantage to many employees has been the lower hourly cost of employing part-time labor because fringe benefits are not always prorated for work done, e.g. annual and long service leave, sick leave, superannuation etc. Gruen (1981) noted that in Australia a recent A.B.S. survey showed almost 75 per cent of full time employees receive one or more of these fringe benefits, whilst such benefits are much less frequent for part-time employees.

Individual preferences for alterations in the work week may be reflected in the 'feminization' of the part-time labor market. Table 6 indicates that 78.4 per cent (829,700) of all part-time employees (1,056,200) in 1980 were women. More specifically married women between the ages of 25-54 made up 51.6 per cent (545,200 females) of the part-time workforce in



MICROCOPY RESOLUTION TEST CHART
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November 1980.

Table 6

EMPLOYED PERSONS : FULL-TIME AND PART-TIME STATUS, BY AGE, NOVEMBER 1980
('000)

	Age group (years)								
	15-19	20-24	25-34	35-44	45-54	55-59	60-64	65 and over	Total
MALES									
Full-time workers	280.0	497.6	1,051.0	836.2	667.7	281.1	122.3	44.3	3,780.3
Part-time workers	69.3	31.2	34.6	17.3	19.9	13.2	16.9	24.1	226.5
Total	*349.3*	*528.8*	*1,085.6*	*853.5*	*687.5*	*294.3*	*139.2*	*68.5*	*4,006.7*
MARRIED WOMEN									
Full-time workers	9.1	113.1	240.2	214.0	146.7	42.7	11.6	*	780.2
Part-time workers	*	34.8	196.9	213.8	134.5	33.4	16.3	6.8	639.3
Total	*11.9*	*147.8*	*437.1*	*427.8*	*281.2*	*76.1*	*28.0*	*9.6*	*1,419.5*
ALL FEMALES									
Full-time workers	223.8	331.0	366.5	267.5	194.9	59.8	21.3	7.2	1,472.1
Part-time workers	89.6	67.2	218.8	227.7	149.0	41.5	22.6	13.4	829.7
Total	*313.4*	*398.3*	*585.4*	*495.2*	*343.9*	*101.2*	*43.9*	*20.6*	*2,301.8*
PERSONS									
Full-time workers	503.8	828.6	1,417.6	1,103.7	862.6	340.9	143.6	51.6	5,252.4
Part-time workers	158.8	98.4	253.4	245.0	168.8	54.7	39.5	37.5	1,056.2
Total	**662.7**	**927.1**	**1,671.0**	**1,348.7**	**1,031.5**	**395.6**	**183.1**	**89.1**	**6,308.5**

Source: A.B.S. Labor Force Australia. Op. cit. Table 13.

The reasons for the domination of part-time employment by women are complex. Obviously the socialization of women into domestic roles and the restriction of entry into many areas of work, limit the ability of women to pursue full time employment. In addition the lack of child care facilities further restrict the ability of women to enter the full time job market. For example a recent report in Maitland N.S.W. indicated that for every child successfully placed in child care centres there were 35 children queuing for vacancies. Although Table 4 shows that 83.5 per cent of part-time workers do not want to work additional hours, if social support systems such as child care facilities were more readily available

it would be expected that many more part-time female workers would seek additional hours of work.

II. TEACHER SUPPLY AND DEMAND: PREDICTIONS 1979 - 1987

The disequilibrium between supply and demand for standard hours employment that exists in the Australian economy, also exists in the education labor market. Here again the change has been dramatic. In the early 1970's the number of new teachers to be recruited by school authorities was equivalent to approximately 20 per cent of the teacher workforce in the previous year. Most of these new teachers were needed to replace staff who had temporarily or permanently left the teaching workforce. In 1974 the teacher market was in such a state of undersupply that 6010 teachers were contracted from overseas to work in Australia. This is equivalent to 44 per cent of teacher education graduates in the previous year (see Table 7).

Table 7

SCHOOL TEACHERS, AUSTRALIA, 1973 TO 1978 (ACTUAL)

	School teachers (a)	Additional Teachers Required Each Year				Teacher education graduates	Immigrants with teaching qualifications
		Increases due to enrolments variations	Increases due to improvements in PTRs	Replacements due to wastage	Total		
1973	136,122						2,184
1974	142,379	1,423	4,825	17,965	24,213	13,651	6,010
1975	142,431	2,552	7,309	18,800	28,861	14,458	2,460
1976	143,365	2,914	4,940	18,248	25,202	16,665	1,660
1977	144,236	1,721	5,730	17,103	24,554	18,314	1,283
1978	170,557	1,099	2,622	15,825	19,546	18,722	

Source: T.E.C. Report 1979. Op.cit. p. 4.

However since 1974 this disequilibrium has been so dramatically reversed that Australia has an oversupply of teachers. In 1981 Australian teachers are seeking employment in New Zealand and as far afield as Zimbabwe.

Gallagher (1979: 3) noted that according to the Commonwealth Employment Service there were 2,531 people registered as unemployed and seeking teaching jobs in August 1979 in Australia, and 61 per cent of this group were women. However, these estimates are not in agreement with estimate provided by the various teacher unions where in N.S.W. alone the N.S.W. Teachers Federation estimated that 6,000 qualified teachers were unemployed or underemployed in this same period.

Two major studies on supply and demand for teachers have recently been published in Australia. One, a national study undertaken by the Tertiary Education Commission (1979), examined the supply of and demand for new teacher graduates in the 1980's. The second, a study conducted by the N.S.W. Department of Education (1979) examined the supply of and demand for teachers in N.S.W. in the 1980's.

T.E.C. Study 1979. A summary of the quantitative consequences of this assessment are summarized by Turner (1980) and presented in Table 8. These recommendations focus upon restrictions or organizational intake as the solution to be problem. No attempt is made to explore in detail alternative employment for teachers and this is a major constraint underlying their recommendations. Turner (1980: 70) commented on this report as follows:

> The key to flexibility would deem to be to employ all new teacher graduates immediately (or as many as make themselves available). This could be done by a new and systematic (rather than an historically based) use of more teachers on a part time basis.

Table 8

T.E.C. STUDY ON TEACHER SUPPLY AND DEMAND - PROJECTED CHANGES

i. In pre-service primary teacher education courses an actual reduction of intakes from 11,825 (1975) to 7,605 (1979) and a projected further reduction to 7,000 (1982 and 1983) before increasing again to 9,020 (1987).

ii. In pre-service secondary teacher education courses an actual reduction in intakes from 11,802 (1975) to 9,310 (1979) and a projected continuing reduction to 5,050 (1987).

iii. In pre-service pre-primary teacher education courses a projected reduction in overall enrolments from 3,000 (1979) to 2,000 (1984 and beyond).

iv. In pre-service primary teacher education courses a projected reduction of overall enrolments from 20,200 (1979) to 18,100 (1982 and 1983) before increasing again to 22,500 (1987).

v. In pre-service secondary teacher education courses a projected continuing reduction of overall enrolments from 20,150 (1979) to 11,900 (1987).

vi. In all pre-service teacher education courses an actual reduction of overall enrolments from a peak of 53,158 (1976) to 48,660 (1978) and a projected continuing reduction to 34,950 (1985) increasing again to 36,400 (1987).

vii. In all post-experience courses an actual increase of overall enrolments from 9,042 (1975) to 12,715 (1978) increasing further to a projected peak of 13,325 (1980) followed by reduction to 10,000 (1984 and beyond).

(The above numbers are quoted in Equivalent Full-time Student terms).

Source: M. Turner, The T.E.C. Working Paper on the Supply and Demand for New Teacher Graduates in the 1980's: A critical response. F.A.U.S.A.

Correy Committee Report on Supply of and Demand for Teachers in N.S.W. 1979 - 1987. This study gathered data from one Australian state only. However, these findings provide important background for my research findings on teachers attitudes towards PPTT as discussed in the final section of this paper.

The Correy Committee (1979) recently undertook a comprehensive study in N.S.W. to develop some projections for teacher supply and demand from 1979 - 1987. In this N.S.W. study total demand for teachers was estimated based on (1) school enrolment projections and (2) a number of assumptions regarding staffing improvements. This teacher demand analysis was then extended to determine recruitment projections for new teachers. These recruitement projections were dependent on the following variables: (a) the number of teachers already employed, (b) the net changes in demand, (c) annual losses of employed teachers, (d) net transfers of teachers from one subject area to another, and (e) teacher mobility.

Once these demand projections were obtained the supply of available teachers was estimated by examining (a) the stock of qualified inactive teachers currently seeking teaching positions in N.S.W. and (b) future applicants. Applicants in both categories were classified by source into (i) newly qualified teachers from the teacher training institutions and (ii) teachers from all other sources. The estimated stock of qualified inactive "available" applicants was then adjusted for varying retention rates. Ruby (1969)[5] estimated a retention rate of .6 for applicants in this category. This report, however, provided three estimates for variation in retention rates: A = .75 retention rate, B = .6 retention rate, C = .35 retention rate.

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[5] Ruby, A. 'Numbers and Characteristics of Secondary Teachers Seeking Employment in Government Schools'. Ministry of Education, 1979.

Short Term Findings 1979 - 1982. In the short term demand and supply for teachers is largely predetermined. This study showed that the supply of secondary and primary teachers would exceed the demand by 1760 and 3,470 respectively by 1982. This study also indicates that the gap between supply and demand for secondary teachers could be from less than 1,000 to just over 2,500 at June 1982. A similar estimate for primary teachers is a range between 2,000 to 5,000 unemployed qualified teachers. These estimates are outlined in Tables 9 and 10.

Long Term Findings 1983 - 1987. In the long term equilibrium in the teacher education market can be largely effected by adjustments in the intake of teacher education institutions. The Correy Report emphasized the importance of teacher mobility, teacher loss rates, and retention rates as key factors effecting any estimate of 'appropriate' outputs from teacher training institutions if equilibrium in supply and demand is seen as a desirable goal. Tables 9 and 10 also show teacher supply and demand projections for this long term period 1983 - 1987. In this analysis recruitment projections are seen to be greatly influenced by estimated changes in teacher loss rates. Two sets of estimates for teacher loss rates are presented : (1) a loss rate remaining at the existing low level (1978, 66 per cent for secondary teachers and 7.8 per cent for primary teachers); (2) a loss rate returning to previous high levels (1976, 9.3 per cent for secondary teachers and 10.2 per cent for primary teachers). Finally the appropriate output from teacher training institutions is determined to present equilibrium in the teacher education market. It has been assumed that institutional outputs should not be abruptly curtailed but rather equilibrium should be phased in over a three year period. Institutional outputs were modified to adjust for changes in recruitment projections and varying retention rates among the pool of applicants "available" for employment. This data

Table 9

TEACHER SUPPLY AND DEMAND

TOTAL SECONDARY

Table (d) **LOW OPTION**

Year	Number to be Recruited	Output from Institutions	Other Sources	A Pool Retention .75	Total Applicants	Not employed "Available"
						1890
1979	2390	2800	800	1420	5020	2630
1980	2130	2800	750	1970	5520	3390
1981	2140	1950	700	2540	5190	3050
1982	2150	1800	700	2290	4790	2640
1983	2520	1790	700	2000	4490	1970
1984	2530	1660	700	1470	3830	1300
1985	2110	1110	700	930	2740	630
1986	1720	1200	700	450	2350	630
1987	1370	860	700	440	2000	630

Table (e) **MEDIUM OPTION**

Year	Number to be Recruited	Output from Institutions	Other Sources	B Pool Retention .60	Total Applicants	Not Employed "Available"
						1890
1979	2390	2800	800	1130	4730	2340
1980	2130	2800	750	1400	4950	2820
1981	2140	1950	700	1690	4340	2200
1982	2150	1800	700	1410	3910	1760
1983	2520	2120	700	1080	3900	1380
1984	2530	1990	700	840	3530	1000
1985	2110	1430	700	610	2740	630
1986	1720	1300	700	350	2350	630
1987	1370	960	700	340	2000	630

Table (f) **HIGH OPTION**

Year	Number to be Recruited	Output from Institutions	Other Sources	C Pool Retention .35	Total Applicants	Not Employed "Available"
						1890
1979	2390	2800	800	660	4260	1870
1980	2130	2800	750	650	4200	2070
1981	2140	1950	700	720	3370	1230
1982	2150	1800	700	430	2930	780
1983	2870	2690	700	240	3630	760
1984	3230	2950	700	270	3920	690
1985	3210	2750	800	220	3840	630
1986	3270	2920	800	180	3900	630
1987	3270	2880	840	180	3900	630

Table 10

TEACHER SUPPLY AND DEMAND

PRIMARY

Table (a) — LOW OPTION

Year at June 30th	Number to be Recruited	Output from Institutions	Other Sources	A Pool Retention .75	Total Applicants	Not Employed "Available"
						2487
1979	3080	3500	900	1870	6270	3190
1980	1780	3090	850	2390	6330	4500
1981	1900	2780	800	3410	6990	5090
1982	2220	2500	800	3820	7120	4900
1983	2220	1300	750	3680	5730	3510
1984	1840	570	750	2630	3950	2110
1985	2190	560	750	1580	2890	700
1986	1360	780	750	530	2060	700
1987	1460	880	750	530	2160	700

Table (b) — MEDIUM OPTION

Year at June 30th	Number to be Recruited	Output from Institutions	Other Sources	B Pool Retention .60	Total Applicants	Not Employed "Available"
						2487
1979	3080	3500	900	1490	5890	2810
1980	1780	3090	850	1690	5630	3850
1981	1900	2780	800	2310	5890	3990
1982	2220	2500	800	2390	5690	3470
1983	2220	1940	750	2080	4770	2550
1984	1840	1190	750	1530	3470	1630
1985	2190	1160	750	980	2890	700
1986	1360	890	750	420	2060	700
1987	1460	990	750	420	2160	700

Table (c) — HIGH OPTION

Year at June 30th	Number to be Recruited	Output from Institutions	Other Sources	C Pool Retention .35	Total Applicants	Not Employed "Available
						2487
1979	3080	3500	900	870	5270	2190
1980	1780	3090	850	770	4710	2930
1981	1900	2780	800	1030	4610	2710
1982	2220	2500	800	950	4250	2030
1983	2520	2660	750	710	4120	1600
1984	2490	2330	750	560	3640	1150
1985	3190	2690	800	400	3890	700
1986	2710	2360	800	250	3410	700
1987	3160	2760	850	250	3860	700

shows that to achieve equilibrium by 1985, if we accept the assumptions presented, institutional output for primary teachers would have to be adjusted to either a decline of 1,940 trained teachers (low option), or an increase of 190 teachers (high option). Similarly, the output of secondary teachers would vary from a decline of 690 trained teachers (low option) to an increase of 950 teachers (high option).

The Evolution of Part Time Teaching in Schools

It is not the intention of this paper to pursue detailed discussion of the assumptions underlying these predictions, however the proposed solution to restore equilibrium warrants further discussion.

The proposal to regulate the intake into teacher training institutions may make a positive contribution towards restoring equilibrium in the teacher education market. However, the N.S.W. Teachers Federation estimates that in March 10 1981 there were 4,035 secondary, 6,305 primary teachers, and 193 T.A.F.E. teachers unemployed in N.S.W. These figures contradict the estimates provided by the Correy report and also suggest that simply regulating the input of trainees into teacher organizations would not completely resolve the problem.

If teacher unemployment levels are maintained at a high level in the future, then alternative models for teacher employment warrant consideration. One significant innovation may be the development of PTT positions in schools.

Unlike other sections of the economy the education market has not experienced a revolution in part-time positions, rather it has been more of an evolutionary process. According to the A.B.S., in 1978 there were 9,850 teachers working part-time in government primary and secondary schools across Australia, or 7 per cent of the total teaching force. In non-government schools part-time teachers comprised 19.5 per cent of the teaching force.[6]

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6 Australian Bureau of Statistics, Schools, 1978.

In the Technical and Further Education sector 30 per cent of teaching hours were carried out by part-time staff (40 per cent in N.S.W.).[7] In the Universities and Colleges of Advanced Education 10 per cent of teaching staff were working part-time.[8]

Thus in total part-time teachers represent a significant minority of the teaching force, however the potential to introduce innovative employment practices in this area provided the basis for the following research project.

III. TOWARDS A MODEL FOR PPTT IN SCHOOLS

As discussed in Section I and II of this paper the disequilibrium in the labor market for standard hours employment has created considerable pressure for a re-examination of traditional patterns of employment. In response to these pressures, a new range of work concepts is being developed and discussed in the literature including fixed term appointments, tenure tracking, temporary systems, tandem teaching, job sharing and PPTT. The following discussion will examine in detail some of the perceived cost/benefits of a PPTT for N.S.W. secondary schools.

PPTT: The Concept Defined

A number of terms have been presented to define employment options available with the generic term of 'part-time employment'. Two of the most frequently used terms are job sharing and permanent part time teaching. Although the two terms may be closely related it is important to differentiate some of the assumptions inherent in each concept.

Job Sharing. A number of definitions of job sharing have been presented in the literature. To use one example, Olmsted (1977: 78) presented the

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[7] Year Book of Australia, 1979, page 238.

[8] Year Book of Australia, 1979, pages 240, 242.

following definition of job sharing:

> A shared job is a voluntary work arrangement in which the people hold responsibility for what was formerly one full-time position. Salary and fringe benefits are prorated according to time worked ... Depending on how much cooperative interaction the job requires, it can be viewed as having been either split or shared.

Although a wide variety of approaches to job sharing are feasible; the definitions presented here provide a means for analysing job sharing in school organizations, and a useful classification can be developed if we employ the "degree of co-operative interaction" as the criterion variable. Depending on how much co-operative interaction the job requires, a job may be classified as being 'shared' or 'split' as outlined in Figures 1 and 2. The models presented in Figure 1 indicate that teachers employed under such work patterns may not need to communicate and interact regularly to function effectively in the classroom. These job-split designs would enable permanent part-time teachers to develop programs on a relatively independent basis. Job designs of this kind may be more suitable for implementation in secondary schools. Alternatively, the job-sharing work patterns shown in Figure 2 are designed so that teaching effectiveness necessitates a high degree of co-operative interaction and dialogue, and these models may be made suited to elementary schools where programs of study are integrated and multi-disciplinary.

A related concept is 'tandem teaching' which is a system that has been implemented in Canberra. Under this proposal jobs are shared on a part-time basis between partners, however there is no job security or prorating of fringe benefits.

Permanent Part-Time Teaching. The definition provided by the N.S.W. Teachers Federation (1979) outlines an important distinction between PPTT and job sharing.

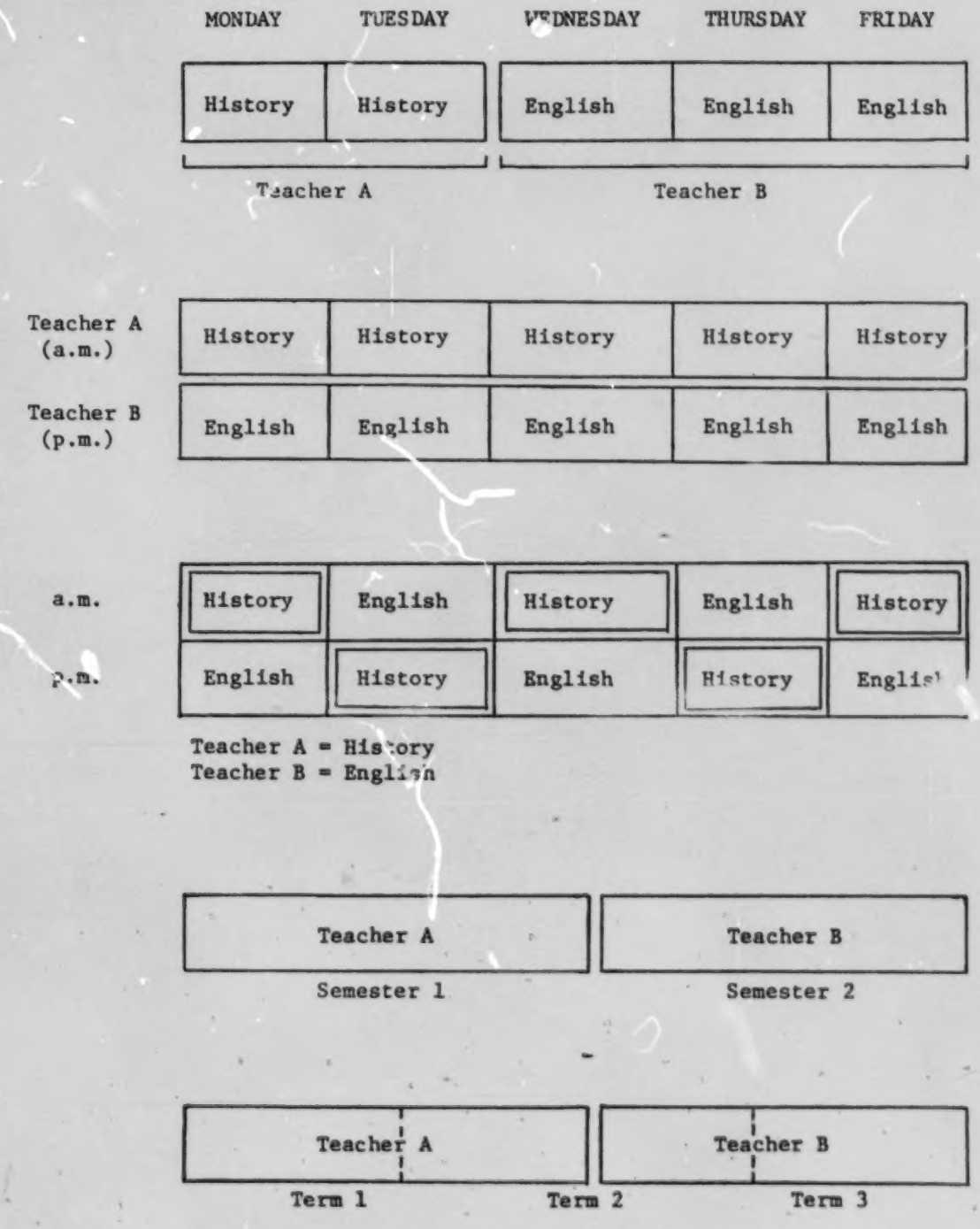

Figure 1. Models for Job Division (Job-Split)

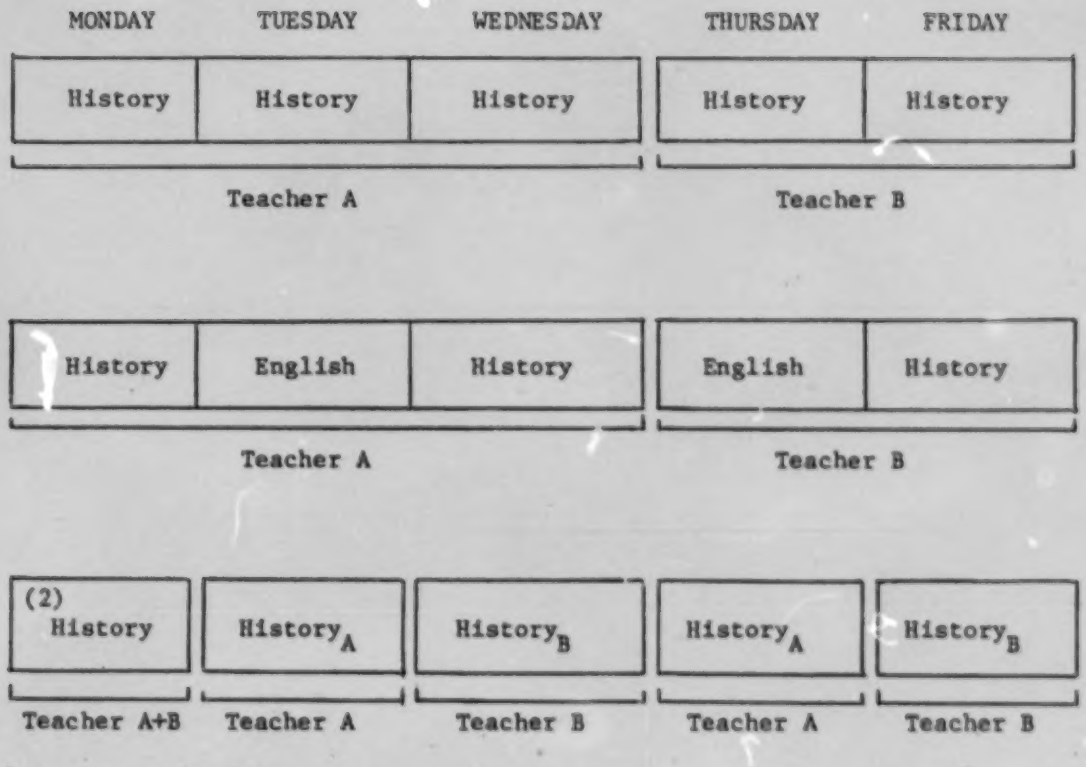

Figure 2. Models for Job Sharing

> Permanent part-time employment shall be employment for the equivalent of at least two school days per week (that is, at least twelve hours per week) on a continuous basis where the hours of work are fixed and constant. A permanent part-time position is to be regarded as an office in its own right, the only difference being the number of hours worked.

The important difference is that a PPTT position is 'an office in its own right' and thus unlike job sharing there is no need for a 'partnership' arrangement for work allocation. This latter concept is more valid in the Australian situation where fractional employment exists and many teachers are employed on a part-time basis. However, with the exception of South Australia, most part-time employees do not have permanent status in that provision has not been made to pro-rate salary and fringe benefits (sick leave, long service leave, materinity leave, study leave, short/special leave, and superannuation) according to the time worked. Similarly, policies on incremental progression, appeal rights and promotion procedures have not been determined.

South Australia has shown leadership in this field of developing flexible employment patterns. Within the South Australian Public Service estimates vary from 500 - 1000 employees working on some form of permanent part-time basis. Similarly within the education workforce similar innovative work patterns have been implemented and a committee comprosising members of the South Australian Institute of Teachers, South Australian Department of Education and the Public Service Board are currently involved in modifying some of the details of this proposal.

In all cases these permanent part-time teachers are to be considered supplementary to, rather than competitive with, full time teaching positions. Such jobs would be designed to remove the temporary nature and lack of job security from casual part-time teaching.

The Potential Part-Time Workforce for Education

It is important to stress at the outset, that full time employment will

continue as the major staffing pattern in education systems in the forseeable future.

In a recent report, Ford (1978: 8-10) identified a number of broad categories of individuals who may want to teach in a permanent part-time capacity:

(1) Teachers whose lifestyle has been affected by changing social values. This category may include: (a) the "dual career family" where both husband and wife are committed to a career, but they want to share child minding responsibilities. (b) married women who desire to pursue a career, but who are unable to work full time because of the role conflict of mother/wife/worker. (c) single parents who want to continue in their career, and maintain their family commitments. Financial considerations may out way this option. (d) teachers wanting to experiment with alternative lifestyles and develop new interests.

(2) Teachers who once would have sought leave, or resigned for a variety of reasons, but who now find themselves locked into the system because of the tight labor market. This category could include: (a) teachers with particular skills, who may want to pursue their interests and in so doing bring greater expertise to their teaching e.g. art, pottery and industrial arts teachers. (b) teachers who may be able to obtain complementary work in the private sector e.g. economics and accounting teachers may obtain work in business or government service.

(3) Teachers who view permanent part-time work as an alternative to retrenchement in early retirement. This category would include: (a) teachers involved in severe physical crisis e.g. following a severe illness, car accident, heart attack etc. (b) teachers experiencing severe emotional crisis, e.g. divorce, death in the immediate family. (c) teachers who may have a specific domestic problem, e.g. a handicapped child or an ageing parent. (d) teachers in the pre-retirement years who would like to be phased into

retirement so that they can develop new interests.

(4) Those desiring to enter the teaching profession. The experience gained from a permanent part-time position would be extremely beneficial for any teacher who obtained a full time position at a later date. This category would include the rapidly increasing number of unemployed teaching graduates.

This list is not intended to be exhaustive but it does serve to identify some of the potential members of the permanent part-time workforce for education. The significance of this potential workforce in education was highlighted in a recent study conducted by the Australian Capital Territory Teachers Federation (1978) where a survey was conducted among 25 per cent of the unions membership. The most important findings were (1) that 89 per cent of the respondents thought that tandem teaching should be an optional method of employment, and (2) 69 per cent of the sample stated that they would be interested to work part-time at some stage in their career.

IV. PRELIMINARY RESEARCH FINDINGS: TEACHERS ATTITUDES TOWARDS PPT IN N.S.W. SECONDARY SCHOOLS

The Study

Along with the numerous benefits which can be associated with PPTT in education, there may be some disadvantages in costs. Clearly then, the feasibility of introducing PPTT into school systems on a large scale will be significantly influenced by the degree of acceptability of this work concept by teachers and administrators.

This study sought to investigate teacher's attitudes towards PPTT and the perceived effects of PPTT upon:

1) Working Conditions for Teachers.

2) Supply of and Demand for Teachers.

3) Teaching and Administration of Schools.

4) Social Relationship and Interaction.

A review of the related literature[9] also suggested that the following variables may be significantly associated with teachers attitudes towards PPTT: age, sex, years of teaching experience, marital status, employment status of spouse and number of dependent children 18 years of age or less living at home. The final section of this paper reports on some preliminary data analysis that investigated the relationship between these personal variables and teachers attitudes towards selected aspects of PPTT.

Instrument Development. A questionnaire was developed after an extensive literature review was undertaken. The instrument was designed to investigate teachers attitudes towards PPTT and the perceived effects of PPTT on the following areas: teachers working conditions; supply or and demand for teachers; teaching and administration of schools; changes in social relationships and interaction. A pilot study was undertaken using a sample of 85 respondents. This data was used to improve the content and the construct validity of the items within the questionnaire.

The Sample. The total population of government secondary schools within the Hunter Region was identified. The total population of state secondary schools as sampling units revealed that there were 17 urban secondary schools in this region, employing 1052.6 secondary teachers. In addition there were 15 rural secondary schools employing 778.0 secondary teachers. A sample of urban and rural schools was selected, without replacement, by using a Random Numbers Table. A sampling fraction of 50 per cent was employed to generate the sample sizes outlined in Table 11. The importance of this topic to teachers is reflected in the very high percentage of useable returns obtained in this study. The total return

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[9] See bibliography.

Table 11

Strata 1: Urban Respondents

	School	Sample Size	Useable Returns
(5)	Glendale H.	57.0	42
(14)	Newcastle H.	71.6	47
(11)	West Wallsend H.	45.0	36
(7)	Lambton H.	57.0	43
(9)	Swansea H.	59.0	31
(17)	Warners Bay H.	66.0	42
(15)	Wallsend H.	52.4	32
(13)	Jesmond H.	65.0	46
(4)	Gateshead H.	69.0	52
	Total	542.0	371

Note: (1) Overall return rate of useable returns for the urban sample was 68.45 per cent.

(2) The sample of schools was selected (without replacement) by using the Random Numbers Table. A sampling fraction of (approx.) 50% was used (542/1052.6).

Strata 2: Rural Respondents

	School	Sample Size	Useable Returns
(1)	Booragul H.	50.2	50
(11)	Scone H.	46.0	31
(7)	Kurri H.	58.0	29
(9)	Muswellbrook H.	55.0	51
(13)	Maitland Boys H.	64.5	32
(6)	Gloucester H.	40.0	37
(3)	Dungog H.	32.5	31
(4)	Forster H.	40.2	21
	Total	386.4	282

Note: (1) Overall return rate of useable returns for the rural sample was 72.98 per cent.

(2) The sample of schools was selected (without replacement) by using the Random Numbers Table. A sampling fraction of (approx.) 50% was used (386.4/778).

rate of 70.34 per cent comprised an urban return rate of 68.45 per cent and a rural return rate of 72.98. This was extremely high considering the data was gathered in November/December 1980 which is the end of the academic year for secondary teachers and this is a period when many teachers are heavily burdened with administrative tasks.

Respondent Profile. The data presented in Table 12 reveals that the typical respondent in this study was between 30 - 49 years of age; male; married; had been teaching for at least 13 years; had a spouse employed full time, and had no dependents under 18 years of age living at home.

Table 2

VARIABLES	PERSONAL DATA		
	29 years & under	30-49 years	50 years +
Age	37.7	50.5	11.8
	Female	Male	
Sex	45.3	54.7	
	Single	Married	Other
Marital Status *	15.6	77.3	6.1
	1 - 6 years	7 - 12 years	13 years +
Teaching Experience	32.6	26.1	41.3
	Full Time	Part Time	Not Emp.
Spouse Employment *	50.4	9.5	19.9
	(Not Married 16.2)		
	No Children at Home	1 or 2	More than 2
Child Dependents *	44.0	41.5	11.9

* In some cases totals are not equal to 100 per cent because some respondents did not provide accurate biographical data.

The Findings

(A) A Cost-Benefit Approach. Obviously some aspects of a PPTT model may pose problems or difficulties (costs) for education systems. On the other hand PPTT may also provide advantages (benefits) for education systems. In Tables 13, 14, 15 and 16 a cost-benefit framework was developed to classify the respondents replies to the PPTT instrument. Two assumptions underly this analysis:

(a) Assumption 1 (Level one): A cost or benefit was identified when at least 2 out of every 3 respondents (66%) indicated consensus: agree, strongly agree, c.f. disagree, strongly disagree.

(b) Assumption 2 (Level two): A cost or benefit was identified when a simple majority (51%) of respondents indicated consensus as outlined above.

Using this approach the following results were obtained:

(1) There was an extremely high degree of consensus among the respondents regarding their perceptions of the cost-benefits associated with a PPTT model. First level analysis (assumption one) revealed that 42 out of the 54 variables (77.7 per cent) were immediately identified as costs or benefits.

Proposition I: Secondary teachers in N.S.W. are generally in agreement regarding the costs and benefits that would be associated with a PPTT model of employment.

(2) Very few costs were associated with PPTT and changes in working conditions. Among these 13 variables only four costs were identified. First, it was expected that PPTT would require an expansion of existing staffroom facilities (Level one). Furthermore, respondents indicated that there should be a fixed ratio between the number of F.T. and PPT teachers, and also PPTT status should not be granted to all casual

Table 13

PPTT AND EFFECTS UPON WORKING CONDITIONS:

COST-BENEFIT ANALYSIS

Percentages: Total Respondents

	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE
A. Benefits - Assumption 1				
(1) Would undermine the job security of full time (F.T.) teachers	4.6	12.3	53.3	28.9
(2) Difficult for F.T. teachers to obtain any reduction in their working week	6.4	22.5	53.0	16.
(4) Part time teachers do more work than they are paid for	4.4	13.3	57.6	22.2
(6) PPT status would increase their commitment to teacher unions	10.3	61.7	23.1	3.7
(7) Would require teacher unions to better represent the needs of teachers	19.8	69.8	7.7	1.7
(8) Would drive a wedge between part time and F.T. teachers	5.2	17.2	62.2	14.1
(12) Would require an expansion of educational technology resources	4.9	22.7	63.7	7.
- Assumption 2				
(3) The Department of Education would be reluctant to decrease student/teacher ratios	10.7	33.1	44.6	8.9
(10) Would require an expansion of non-teaching staff	8.0	27.7	57.7	5.5
B. Costs - Assumption 1				
(9) Would require an expansion of existing staffroom facilities.	21.3	54.1	22.2	2.3
- Assumption 2				
(5) PPT status should be granted to all casual teachers	12.1	29.4	43.0	14.5
(11) There should be a fixed ratio between the number of PPT Teachers and F.T. Teachers	15.3	42.3	36.1	4.9
(13) PPT status should only be granted to casual teachers working on a .4 teaching allotment or more each week	12.9	42.4	33.5	9.2

Assumption 1 - two out of every three respondents indicate consensus.

Assumption 2 - at least 51 per cent of respondents indicate consensus.

* Because some respondents provided inaccurate data some totals do not equal 100 per cent.

PPTT AND EFFECTS UPON SUPPLY AND DEMAND FOR TEACHERS: COST-BENEFIT ANALYSIS *

Percentages: Total Respondents

	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE
A. Benefits - Assumption 1				
(15) May be considered anti-feminist as it channels many women into part-time work only	2.8	12.9	55.6	27.7
(16) Would make it easier for married females to obtain employment in education	20.7	70.1	7.7	1.5
(17) Would enable husbands and wives to both pursue teaching careers	20.1	70.3	6.1	1.3
(18) Would create employment opportunities for unemployed teachers	25.0	62.2	9.8	2.3
(19) PPT Teachers could be considered to lack professional commitment	5.5	17.5	50.1	25.9
(20) Would create greater opportunities for teachers to improve their qualifications	24.8	59.4	13.2	2.3
- Assumption 2				
(14) Would make it difficult for unemployed teachers to enter F.T. teaching	11.2	37.5	39.4	11.5
(22) Would make it increasingly difficult to obtain accurate manpower predictions for teacher supply and demand	6.9	38.0	48.2	5.2
(23) For maximum benefits PPT Teaching should be implemented immediately	12.6	35.4	42.1	9.2
B. Costs - Assumption 2				
(21) Would discourage beginning teachers from applying for full time employment in disadvantaged areas	8.3	49.8	37.7	2.5
(24) To minimize administrative difficulties PPT Teaching should be implemented gradually	14.4	50.5	29.4	4.3

Assumption 1 - two out of every three respondents indicate consensus.

Assumption 2 - at least 51 per cent of respondents indicate consensus.

* Because some respondents provided inaccurate data some totals do not equal 100 per cent.

Table 15

PPTT AND EFFECTS UPON TEACHING AND ADMINISTRATION

OF SCHOOLS: COST-BENEFIT ANALYSIS

Percentages: Total Respondents

	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE
A. Benefits - Assumption 1				
(28) Would reduce teaching effectiveness	8.0	15.8	55.4	20.1
(37) Would erode effective pupil-teacher relationships	9.6	17.8	60.2	11.[illegible]
(38) Would create problems in classroom management of pupils	10.7	23.9	56.5	7.[illegible]
(39) Would enable students to have contact with a more varied range of adult experiences	10.6	74.1	10.7	2.6
(41) The period of employment for PPT Teaching positions should be flexible	7.8	65.4	19.3	5.4
(43) There should not be a maximum specified period for PPT Teaching	12.4	57.7	22.4	5.4
- Assumption 2				
(31) Problems would arise when PPT Teachers wished to return to F.T. Teaching	5.5	43.0	44.6	6.0
(36) Would add to the fragmentation of secondary instruction	13.3	30.5	49.5	5.1
B. Costs - Assumption 1				
(29) PPT Teachers would have less influence in school affairs than F.T. teachers	12.9	54.2	27.3	4.7
(30) PPT Teachers should have less influence in schools affairs than F.T. teachers	7.7	27.3	51.6	11.5
(33) School Administrators (Principal/Deputy Principal) should not be able to work on a PPT basis	37.2	40.9	16.7	4.4
(34) Would place a heavier burden on co-ordinators of teaching programs	19.6	51.6	26.0	2.5
(40) There should be a specified minimum period of time allocated for PPT Teaching	23.0	57.9	14.4	3.1
(42) Employment period for PPT Teaching position should be negotiated with school administrators on an individual basis	12.3	60.0	20.5	5.2
- Assumption 2				
(25) Would create administrative problems at the Head Office level in Sydney	10.7	44.4	39.8	5.1
(26) Would create administrative problems at Regional Office level	8.3	44.1	42.3	4.3
(27) Would create administrative problems at the secondary school level	10.6	40.3	44.4	4.0
(32) PPT Teachers desiring to return to F.T. teaching should be given preferential treatment	6.9	42.6	39.5	8.9
(35) Would place a heavier burden on administrators supervising teachers	16.7	41.7	38.6	2.8

Assumption 1 - two out of every three respondents indicate consensus.

Assumption 2 - at least 51 per cent of respondents indicate consensus.

* Because some respondents provided inaccurate data some totals do not equal

Table 16

PPTT AND EFFECTS UPON SOCIAL INTERACTION AND RELATIONSHIPS

COST-BENEFIT ANALYSIS

Percentages: Total Respondents

	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE
A. Benefits - Assumption 1				
(45) Would provide an alternative for teachers involved in severe physical crisis	14.7	67.8	13.0	2.9
(46) Would provide an alternative for teachers experiencing severe emotional crisis	13.8	62.9	18.4	3.5
(47) Would provide an alternative for teachers who have specific domestic problems	22.7	71.5	3.8	0.9
(48) Would create opportunities for teachers wanting to experiment with alternative life styles	17.2	68.0	10.0	3.1
(49) Would better enable working single parents to meet their family responsibilities	27.9	64.6	5.5	0.9
(50) Would not be suited to the needs of single parents because of the high cost of living	5.2	18.4	64.6	9.0
(51) Would enable working single parents to devote more time to their children	21.4	71.1	4.6	0.9
(53) Should be available to those in the community with special interests and talents	16.2	60.2	16.8	5.1
(54) Would create opportunities for ethnic groups to contribute towards the education of all children	8.1	66.3	20.2	3.1
(55) Ethnic groups participation would enable students from these backgrounds to preserve their cultural heritage	10.1	71.2	13.8	2.8
B. Costs - Assumption 1				
(44) Would lead to a change in attitudes towards parental responsibilities	4.0	27.1	56.7	7.5
- Assumption 2				
(52) Would facilitate effective community participation in school based decision making	3.5	36.3	47.5	8.7

Assumption 1 - two out of every three respondents indicate consensus.

Assumption 2 - at least 51 per cent of respondents indicate consensus.

* Because some respondents provided inaccurate data some totals do not equal 100 per cent.

teachers (Level two). More specifically the respondents indicated that PPTT should only be available to PT teachers who work in excess of a .4 teaching allotment (Level two). Although this would suggest that teachers working less then .4 allotment may resist the implementation of a PPTT scheme, a .4 allotment is consistent with the position adopted by the N.S.W. Teachers Federation.

Proposition II: The implementation of PPTT would significantly improve the working conditions of PT teachers in secondary schools.

(3) Only two (second level) costs were associated with PPTT and its effects upon supply and demand for teachers. It was suggested that the option of PPTT may discourage beginning teachers from applying for full time employment in disadvantaged areas. However, the Correy report indicated that 54.3% of teachers were highly mobile, so this problem is not strongly supported by additional data. Secondly, it was suggested that any proposal for PPTT should be implemented gradually if administrative difficulties were to be avoided. Alternatively the respondents indicated 9 additional benefits (6 level one; 3 level two) 'introducing flexibility into the supply of and the demand for secondary teachers.

Proposition III: PPTT would contribute towards restoring equilibrium between the supply of and the demand for secondary teaching positions by introducing more flexible employment options for secondary teachers.

Proposition IV: PPTT would create employment opportunities for unemployed teachers, and would assist married females to enter the teacher education market.

(4) The cost-benefit analysis concerning PPTT and the effects upon teaching and administration of schools emphasized a number of costs that would need to be carefully evaluated if a PPTT model were implemented. It was stressed that PPTT would have less influence in school affairs

(level one) and this was undesirable. Also the PPTT should be restricted so that principals and deputy principals would not be eligible (level one). The respondents indicated that all PPTT positions should be negotiated with schools on an individual basis (level one) which implies considerable administrative cost. Furthermore, it is anticipated that PPTT would create administrative problems at school, regional and central office level (level two). It could be argued that many of these administrative costs would apear to underestimate the potential computer applications for educational administration and the ability to cope more effectively with flexible personnel scheduling in the future. Two other important problems were identified. First the problem of providing preferential treatment for PPTT who desire to return to F.T. teaching was recognized, (level two). Respondents were equally divided in their support/opposition to this idea, and this would be a critical policy issue if PPTT were to be implemented. Secondly, a potential increased supervisory burden was noted (level two). However, a counter argument could be that if PT teachers had job security then their ability to engage in long term work planning may actually reduce the need for constant supervision.

On the other hand 8 benefits (6 level one, 2 level two) were identified concerning the effects of PPTT upon teaching and administration of schools. Many of the common forceful arguments of reduced teaching effectiveness were <u>not</u> supported in this study. Alternatively a case was made to suggest that PPTT may actually enhance pupil-teacher relationships.

Proposition V: PPTT will not create problems in classroom management and pupil teacher relationships will become more effective.

Proposition VI: Administrative planning must make allowance for the involvement of PPTT otherwise PPTT would have less influence in schools affairs than F.T. teachers.

Proposition VII: School administrators (Principal/ Deputy Principal) should not be permitted to work on a PPTT basis.

(5) The respondents indicated that PPTT would significantly enhance the social interaction and relationships of secondary teachers. Ten positive improvements were identified (Level one) to support this claim. Only two costs were identified in this area. First, it was assumed that PPTT would lead to a change in attitudes towards parental responsibilities (level one). Such a change may represent a social cost in the short run as social norms are re-examined. However, such a change may be a highly desirable social goal in the long term. Secondly it was indicated that PPTT would not facilitate effective total community participation in school based decision making (level two). However the improvements in ethnic contributions to the school curriculum as outlined in statements (53), (54), (55) suggest that ethnic groups in the community would definitely be better represented in the total school program if PPTT were implemented.

Proposition VIII: A PPTT option would enable secondary teachers to cope more effectively with a wide range of social interaction and relationship problems.

Proposition IX: PPTT would create increased opportunities for curriculum diversification, particularly in the area of migrant education.

(6) Overall it was found that the respondents strongly support the introduction of a PPTT model in N.S.W. state secondary school. The magnitude of their support is evidenced by the high ratio of benefits to costs that were obtained in this study. Using the level one assumption 31 benefits were identified compared with 8 costs. This represents a benefit/cost ratio of approximately 4:1.

Proposition X: N.S.W. secondary teachers would strongly support the implementation of PPT in secondary schools.

(B) The Relationship Between Personal Variables and the Perceived Effects of a PPTT Model. To examine the significant differences between a personal characteristic of the respondents (age; sex; teaching experience; marital status; employment status of spouse; and number of child dependents) and their perceptions of the effects of PPTT (upon working conditions; supply of and demand for teachers; teaching and administration of schools and social interaction and relationships) a one-way analysis of variance technique was employed. The results of this analysis are reported in Tables 19 to 31 in Appendix 1. The major findings from this analysis are summarized below:

(1) Impact on Working Conditions (13 variables)

Sex Effects. A total of eight significant differences were found between male and female respondents. Six of these items were previously classified as benefits (5 level one; 1 level two). In each of these 6 instances a comparison between male and female responses showed that female respondents indicated that greater improvements in working conditions would result from the implementation of PPTT.

Proposition XI: PPTT would significantly improve the working conditions for female secondary teachers.

Age Effects. Only one significant difference between the age of respondents and the effects of PPTT on working conditions was found. Mid career teachers (30 - 49 years of age) indicated stronger support than did younger teachers (< 29 years of age) for the proposition that PPTT status should be restricted to teachers working on a .4 teaching allotment each week. This could reflect the disproportionate impact of unemployment on Australia's youth and their desire to seek relevant and regular employment on any fractional basis.

Teaching Experience Effects. Eight significant differences were

found between the number of years of teaching experience obtained by a respondent and their perceptions of the effects of PPTT on working conditions. Five out of eight of these significant differences were obtained between the perceptions of new teachers (1 - 6 years teaching experience) and older teachers (13 years or more teaching experience). Four of these items were classified as benefits and for 3 of these the less experienced teachers indicated PPTT would make a greater contribution towards improving working conditions. This again could reflect the plight of unemployed youth in Australia. Many qualified graduates are forced to work as casual teachers in schools to obtain employment. Such casual positions offer no job security in that benefits such as superannuation and promotion rights are not available.

Proposition XII: *Young teachers with less than 6 years experience consider PPTT would provide job security for newly trained graduates who were unable to obtain F.T. employment in teaching.*

Marital Status Effects. Only one significant difference was obtained for this section. Married respondents did not consider that granting PPTT status to P.T. teachers would increase their commitment to teacher unions. Other teachers (widowed, divorced, separated etc.) disagreed with this view.

Spouse Employment Affects. Nine significant differences were obtained between the employment status of a spouse (full time, part-time, not employed) and the perceived effects of PPTT upon teachers working conditions. Three of these five variables where differences were obtained were benefits. In each case teachers with a spouse employed full time indicated that PPTT would make a more positive contribution to improved working conditions than the other two groups. This could suggest that many F.T. teachers would only consider a PPTT option if their spouse were

employed full time.

Proposition XIII: Many teachers who are financially secure (spouse employed on a full time basis) would find PPTT a very attractive employment option during their teaching careers.

Child Dependents Effects. No significant differences were found.

(2) Impact on Supply and Demand for Teachers (11 variables)

Sex Effects. A Total of eight significant differences was found between male and female respondents and their perceptions of the effects of PPTT on supply and demand for teachers. Six of these items were previously classified as benefits (5 level one; 1 level two). Although male and female respondents differed on the magnitude of the positive effects that PPTT would have in job creation opportunities it was generally accepted that PPTT would contribute towards more flexible employment patterns for teachers (see Proposition III).

Age Effects. Eight significant differences were found between the age of respondents and their perceptions of the impact of PPTT upon the supply of and the demand for teachers. In all cases the significant differences were obtained between young teachers (< 29 years of age) and either mid career teachers (30 - 49 years of age), and/or older teachers (50 years and over). In 5 of these 8 instances younger teachers suggested that PPTT would greatly improve the range of options available for teacher employment and PPTT would not make it increasingly difficult for unemployed teachers to enter full time teaching. In addition older teachers (30 years of age and over) emphasized that PPTT would create opportunities for teachers to improve their qualifications. This is particularly important in N.S.W. where many older teachers are underqualified and desire to upgrade their training to 4 year trained status.

Proposition XIV: *Teachers under 30 years of age emphasize that PPTT would greatly improve the range of options available for teacher employment.*

Proposition XV: *Teachers over 30 years of age emphasize that PPTT would provide an opportunity for them to improve their academic qualifications.*

Teaching Experience Effects. Fourteen significant differences were found between the number of years of teaching experience obtained by a respondent and their perceptions of the efects of PPTT upon the supply and demand for teachers. In each of 7 cases where significant differences were obtained, among 5 benefit variables, (2 level one; 3 level two) teachers with 13 years or more experience did not indicate such strong support for the beneficial effects claimed by younger teachers for teacher supply and demand. This could reflect a socialization into a standard hours viewpoint (5 day/40 hour week) based on their own life experiences. To some degree there may be some lack of understanding of the demands by some young unemployed teachers for permanent part time work in a relevant profession if full time work is unavailable. However, teachers with 13 or more years of experience more strongly supported the claim that PPTT may provide opportunities for teachers to improve their qualifications. A similar finding was discussed under age effects.

Proposition XVI: *Teachers with 13 years or more experience do not consider that PPTT will make as important a contribution to restoring equilibrium in the teacher labor market as do their younger colleagues.*

Marital Status Effects. No significant differences were found.

Child Dependent Effects. No significant differences were obtained.

Spouse Employment Effects. Twelve significant differences were obtained between the employment status of a spouse and the respondents perceived effects of PPTT upon the supply and demand for teachers. In 5 of the 10 cases that referred to benefits, teachers with a spouse employed

full time indicated stronger support for the views that PPTT would not restrict the growth of F.T. teaching positions, was not sexist; and PPTT would be professionally committed. This may support a view that many teachers who are economically secure, would be prepared to change their employment patterns to a fractional basis at some stage in their teaching career. (see Proposition XIII).

(3) Impact on Teaching and Administration of Schools (19 variables)

Sex Effects. Eleven significant differences were found between male and female respondents perceptions of the impact of PPTT upon the teaching and administration of schools. Three of these variables were benefits and in each case females considered PPTT would make a more positive contribution to teaching and administrative effectiveness than did males. On the other hand, for 7 of the remaining 8 cost variables, where significant differences were found, females also indicated that PPTT would be associated with greater cost. Females suggested that PPTT would create increased administrative costs at school, regional and central office level.

Proposition XVII: *PPTT will not contribute to a reduction in teaching effectiveness in secondary schools.*

Proposition XVIII: *PPTT may create an increase in administrative costs at school, regional and central office levels.*

Age Effects. A total of 28 significant differences were obtained between the age of respondents and their perceptions of the effects that PPTT would have on the teaching and administration of schools. In 26 of these cases differences were obtained between younger teachers (< 29 years of age) and the older colleagues (30 to 49 years; 50 years and over). In 22 out of 26 of these same comparisons younger teachers indicated that PPTT would provide either a greater benefit (4 variables) or present a

lower cost (8 variables) than did their more senior colleagues.

Proposition XIX: Younger teachers (< 29 years of age) strongly support the view that PPTT would not seriously disrupt teaching and administrative effectiveness in secondary schools.

Teaching Experience Effects. Twenty seven statistically significant differences were obtained between the years of teaching experience of respondents and their perception of the impact of PPTT upon the teaching and administration of schools. In 23 of these instances a significant difference was obtained between the highly experienced teachers (13 years and over) and their less experienced colleagues. With only one exception, in each of these cases the highly experienced teacher indicat that PPTT would involve greater costs (7 variables) or smaller benefits (4 variables) to teaching and administrative effectiveness in schools. This could reflect an attitude of resistance to change among more highly experienced teachers as one becomes socialized into a stable career pattern. This correlates highly with the age findings in this section.

Proposition XX: Highly experienced teachers (13 years and over) are more cautious in their support for claims that PPTT would not involve a reduction in teaching and administrative effectiveness in secondary schools.

Marital Status Effects. Only two significant differences were found. Married, widowed, divorced and separated teachers were more adamant in their view that PPTT should not have less influence in school affairs than were single teachers.

Child Dependent Effects. No significant differences were obtained.

Spouse Employment Effects. A total of 25 significant differences were found between the employment status of the spouse of the respondent and his/her perception of the impact of PPTT upon teaching and administration of secondary schools. Significant difference was found for 9 cost variables

and in every case respondents that had a spouse working full time indicated that the magnitude of the problem would be smaller than all other respondents. Similarly for 5 out of the 6 benefits identified respondents that had a spouse employed full time indicated that PPTT would provide greater advantages for the teaching and administration of schools than did the remaining groups in the sample. Thus many dual career families strongly support the concept of PPTT.

Proposition XXI: *In dual career marriages, when one partner is a teacher, there is strong support for the view that PPTT will not reduce teaching and administrative effectiveness in schools.*

(4) Impact on Social Interaction and Relationships (12 variables)

Sex Effects. Only two significant differences were obtained between male and female respondents and their perceived effects of PPTT upon social interaction and relationships.

Age Effects. Only one significant difference was obtained between the age of respondents and their perceived effects of PPTT upon social interaction and relationships.

Teaching Experience Effects. Four significant differences were found between the level of teaching experience of respondents and their perceptions of the impact that PPTT would have upon social interaction and relationships. Three out of these four items were benefits. In each of these three cases the more highly experienced teachers indicated that PPTT would make a greater positive contribution to social life than did their younger colleagues.

Marital Status Effects. No significant differences were obtained.

Dependent Children Effects. Only two significant differences were obtained.

Spouse Employment Effects. Only four significant differences were obtained. Two of these 3 variables were benefits and in each case

dual career respondents indicated that PPTT would add greater benefit to their social life than did other respondents.

Summary of ANOVA Findings: Table 17 presented a summary of the number of significant differences that were obtained when a personal characteristic of the respondents was used as the criterion to examine their perceptions of the impacts of PPTT upon educational systems.

Table 17

Summary of ANOVA Findings Comparing a Personal Characteristic of Respondents with their Perceptions of the Impact of PPTT.

	Number of Significant Differences				
Personal Variables	Working Conditions	Supply of and Demand for Teachers	Teaching and Administration of Schools	Social Interaction and Relationships	Total
Sex	8	8	11	2	29
Age	1	8	28	1	38
Teaching Experience	8	14	27	4	53
Marital Status	1	0	2	0	3
Spouse Employment	9	12	25	4	39
Child Dependents	0	0	0	2	2

The summary of the ANOVA findings that for the list of independent variables examined in this study, in order of priority years of teaching experience, the employment status of a teachers spouse, age, and sex

of respondents will significantly influence their perceptions of the effects of PPTT upon an education system. Alternatively, the marital status, and number of child dependents of a respondent appears to have little effect on their perceptions of the impacts of PPTT.

Proposition XXII: *Teachers perceptions of PPTT will be significantly effected by the following variables: years of teaching experience; the employment status of their spouse; age; and sex.*

Proposition XXIII: *Teachers perceptions of PPTT will not be significantly effected by the following variables: number of child dependents under 18 years of age living at home; and marital status.*

Conclusions

This study has provided a research basis for the following propositions regarding the implementation of a PPTT model in N.S.W. secondary schools.

Table 18

Summary of Research Based Propositions Concerning the Implementation of PPTT Model for N.S.W. Secondary Schools.

Proposition:	
I	*Secondary teachers in N.S.W. are generally in agreement regarding the costs and benefits that would be associated with a PPTT model of employment.*
II	*The implementation of PPTT would significantly improve the working conditions of PT teachers in secondary schools.*
III	*PPTT would contribute towards restoring equilibrium between the supply of and the demand for secondary teaching positions by introducing more flexible employment options for secondary teachers.*
IV	*PPTT would create employment opportunities for unemployed teachers, and would assist married females to enter the teacher education market.*

V PPTT will not create problems in classroom management and pupil teacher relationships will become more effective.

VI Administrative planning must make allowance for the involvement of PPTT otherwise PPTT would have less influence in schools affairs than F.T. teachers.

VII School administrators (Principal/Deputy Principal) should not be permitted to work on a PPTT basis.

VIII A PPTT option would enable seconary teachers to cope more effectiv with a wide range of social interaction and relationship problems.

IX PPTT would create increased opportunities for curriculum diversification, particularly in the area of migrant education.

X N.S.W. secondary teachers would strongly support the implementation of PPT in secondary schools.

XI PPTT would significantly improve the working conditions for female secondary teachers.

XII Young teachers with less than 6 years experience consider PPTT would provide job security for newly trained graduates who were unable to obtain F.T. employment in teaching.

XIII Many teachers who are financially secure (spouse employed on a full time basis) would find PPTT a very attractive employment option during their teaching careers.

XIV Teachers under 30 years of age emphasise that PPTT would greatly improve the range of options available for teacher employment.

XV Teachers over 30 years of age emphasise that PPTT would provide an opportunity for them to improve their academic qualifications.

XVI Teachers with 13 years or more experience do not consider that PPTT will make as important a contribution to restoring equilibrium in the teacher labor market as do their younger colleagues.

XVII PPTT will not contribute to a reduction in teaching effectiveness in secondary schools.

XVIII PPTT may create an increase in administrative costs at school, regional and central office levels.

XIX Younger teachers (< 29 years of age) strongly support the view that PPTT would not seriously disrupt teaching and administrative effectiveness in secondary schools.

XX Highly experienced teachers (13 years and over) are more cautious in their support for claims that PPTT would not involve a reduction in teaching and administrative effectiveness in secondary schools.

XXI *In dual career marriages, when one partner is a teacher, there is strong support for the view that PPTT will not reduce teaching and administrative effectiveness in schools.*

XXII *Teachers perceptions of PPTT will be significantly effected by the following variables: years of teaching experience; the the employment status of their spouse; age; and sex.*

XXIII *Teachers perceptions of PPTT will not be significantly effected by the following variables: number of child dependents under 18 years of age living at home; and marital status.*

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APPENDIX I

ANOVA Findings examining the Relationship between Personal Variables and the Perceived Effects of a PPTT Model.

TABLE 19

SEX EFFECTS: PPTT AND IMPACT ON WORKING CONDITIONS

Variables	F Value	Prob	Group 1 N = 260	Group 2 N = 326	Group 3 N =	Pairwise Comparisons 1, 2 T-Test	1, 2 Prob	1, 3 T-Test	1, 3 Prob	2, 3 T-Test	2, 3 Prob
(1) Would undermine the job security of full time (F.T.) teachers.	7.399	0.007*	3.173	2.997		-2.720	0.007*				
(2) Difficult for F.T. teachers to obtain any reduction in their working week.	5.916	0.015*	2.754	2.[illegible]		[illegible]	0.015*				
(3) The Department of Education would be reluctant to decrease student/teacher ratios.	2.928	0.088	2.100	2.[illegible]		-1.711	0.088				
(4) Part time teachers do more work than they are paid for.	3.913	0.048*	2.954	3.[illegible]		1.978	0.048*				
(5) PPT status should be granted to all casual teachers.	1.495	0.222	2.354	2.[illegible]		1.222	0.222				
(6) PPT status would increase their commitment to teacher unions.	1.146	0.285	2.162	2.221		1.071	0.285				
(7) Would require teacher unions to better represent the needs of teachers.	3.451	0.064	1.865	1.957		1.857	0.064				
(8) Would drive a wedge between part time and F.T. teachers.	5.124	0.024*	2.950	2.813		-2.264	0.024*				
(9) Would require an expansion of existing staffroom facilities.	12.644	0.000*	2.177	1.966		-3.556	0.000*				
(10) Would require an expansion of non-teaching staff.	4.707	0.030*	2.192	2.064		-2.169	0.030*				
(11) There should be a fixed ratio between the number of PPT Teachers and F.T. teachers.	1.140	0.286	2.246	2.296		-1.068	0.286				
(12) Would require an expansion of educational technology resources.	5.546	0.019*	2.827	2.699		-2.355	0.019*				
(13) PPT status should only be granted to casual teachers working on a .4 teaching allotment or more, each week.	6.026	0.014*	2.492	2.322		-2.455	0.014*				

Degrees of Freedom 1,584

*Significant at .05 level

Group
Group 1 = MALE

TABLE 20

TEACHING EXPERIENCE [illegible] PPT AND IMPACT [illegible]

(1)	Would undermine the [illegible] of full time (F.T.) teachers.								
(2)	Difficult for F.T. teachers to obtain any reduction in their working week.	1.617	0.[illegible]	[illegible]	[illegible]	2.747	[illegible]	[illegible]	[illegible]
(3)	The Department of Education would be reluctant to decrease student/teacher ratios.	1.951	0.143	2.515	2.618	[illegible]	[illegible]	[illegible]	[illegible]
(4)	Part time teachers do more work than they are paid for.	3.[illegible]4	0.025	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
(5)	PPT status should be granted to all casual teachers.	1.914	0.148	2.51[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
(6)	PPT status would increase their commitment to teacher unions.	1.173	0.310	2.[illegible]3	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
(7)	Would require teacher unions to better represent the needs of teachers.	2.[illegible]9	2.[illegible]4	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
(8)	Would drive a wedge between part time and F.T. teachers.	3.[illegible]55	0.[illegible]10	2.[illegible]05	2.[illegible]67	[illegible]	[illegible]	[illegible]	[illegible]
(9)	Would require an expansion of existing staffroom facilities.	4.097	0.017*	2.155	2.092	1.[illegible]	[illegible]	0.415	-2.[illegible]58	[illegible]	[illegible]
(10)	Would require an expansion of non-teaching staff.	3.459	0.033*	2.[illegible]37	2.[illegible]90	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
(11)	There should be a fixed ratio between the number of PPT Teachers and F.T. teachers.	0.568	0.567	2.[illegible]27	2.[illegible]26	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
(12)	Would require an expansion of educational technology resources.	1.170	0.311	2.[illegible]72	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
(13)	PPT status should only be granted to casual teachers working on a .4 teaching allotment or more, each week.	3.[illegible]41	0.[illegible]04*	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]

Degrees of Freedom = 2,583

*Significant at .05 level.

Group 1 = 1 TO 6 YEARS TEACHING EXPERIENCE
Group 2 = 7 TO 12 YEARS
Group 3 = 13 YEARS AND OVER

TABLE 21

SPOUSE EMPLOYMENT EFFECTS ON PPT AND IMPACT ON WORKING CONDITIONS

(1) Would undermine the job security of full time (F.T.) teachers.	14.416	0.000*	3.218	3.181	3.117	-0.036	0.069	-0.520	0.000*	2.698
(2) Difficult for F.T. teachers to obtain any reduction in their working week.	3.358	0.036*	2.814	2.710	2.672	-0.104	0.130	-2.590	0.010*	-1.837
(3) The Department of Education would be reluctant to decrease student/teacher ratios.	1.028	0.359	2.575	2.465	2.461	-0.109	0.253	-1.266	0.206	-0.[illegible]
(4) Part time teachers do more work than they are paid for.	1.923	0.147	2.916	2.918	[illegible]	[illegible]	0.996	1.914	0.056	1.911
(5) PPT status should be granted to all casual teachers.	4.969	0.007*	2.254	2.397	[illegible]	[illegible]	215	2.553	0.011*	[illegible]
(6) PPT status would increase their commitment to teacher unions.	0.365	0.694	2.228	2.155	2.243	-0.[illegible]	0.460	0.213	0.831	[illegible]
(7) Would require teacher unions to better represent the needs of teachers.	4.615	0.010*	1.929	1.724	2.017	-2.311	0.028*	1.346	0.179	3.035
(8) Would drive a wedge between part time and F.T. teachers.	10.661	0.000*	2.976	2.714	2.629	-0.[illegible]	0.000	-4.600	0.000*	-2.[illegible]
(9) Would require an expansion of existing staffroom facilities.	5.073	0.006*	2.163	1.948	1.939	-2.[illegible]	0.029*	-2.813	0.005*	-0.[illegible]
(10) Would require an expansion of non-teaching staff.	4.962	0.007	2.707	2.397	2.609	-3.088	0.002	-1.281	0.201	1.879
(11) There should be a fixed ratio between the number of PPT Teachers and F.T. teachers.	1.630	0.103	2.367	2.259	2.217	-0.920	0.341	-1.716	0.087	-0.[illegible]
(12) Would require an expansion of educational technology resources.	1.534	0.216	2.806	2.638	2.763	-1.779	0.076	-0.325	0.745	1.365
(13) PPT status should only be granted to casual teachers working on a .4 teaching allotment or more, each week.	0.719	0.490	2.418	2.276	[illegible]	-1.[illegible]	0.236	-0.[illegible]	0.916	[illegible]

Degrees of Freedom = 2,464

*Significant at .05 level.

Group 1 = FULL TIME
Group 2 = PART TIME
Group 3 = NOT EMP[illegible]

TABLE 22

SEX EFFECTS: PPT AND EFFECTS ON SUPPLY AND DEMAND FOR TEACHERS

(14)	Would make it difficult for unemployed teachers to enter F.T. teaching.	15.218	0.000*	2.654	2.592	-3.921	0.000*
(15)	May be considered anti-feminist as it channels many women into part time work only.	1.103	0.294	3.059	2.121	1.050	0.294
(16)	Would make it easier for married females to obtain employment in education.	0.305	0.581	1.875	1.901	0.552	0.581
(17)	Would enable husbands and wives to both pursue teaching careers.	0.437	0.509	1.875	1.967	0.661	0.509
(18)	Would create employment opportunities for unemployed teachers.	9.099	0.003*	1.801	1.914	3.016	0.003*
(19)	PPT Teachers could be considered to lack professional commitment.	17.907	0.000*	2.129	2.137	-4.462	0.000*
(20)	Would create greater opportunities for teachers to improve their qualifications.	9.939	0.002*	1.837	2.003	3.153	0.002*
(21)	Would discourage beginning teachers from applying for full time employment in disadvantaged areas.	18.467	0.000*	2.496	2.265	-4.297	0.000*
(22)	Would make it increasingly difficult to obtain accurate manpower predictions for teacher supply and demand.	11.569	0.000*	2.654	2.625	-4.071	0.000*
(23)	For maximum benefits PPT Teaching should be implemented immediately.	18.227	0.000*	2.323	2.108	4.281	0.000*
(24)	To minimize administrative difficulties PPT Teaching should be implemented gradually.	7.782	0.005*	2.335	2.163	-2.790	0.005*

Degrees of Freedom = 1,602

*Significant at .05 level.

Group 1 = FEMALE
Group 2 = MALE
Group 3 =

TABLE 23

AGE EFFECTS: PPTT AND EFFECTS ON SUPPLY AND DEMAND FOR TEACHERS

(14) Would make it difficult for unemployed [illegible] enter F.T. teaching.										
(15) May be considered anti-feminist as it channels many women into part time work only.	2.287	0.093	3.15	2.01	2.0	-1.441	0.212	-2.012	0.212	-1.441
(16) Would make it easier for married females to obtain employment in education.	0.654	0.420	1.61	1.01	1.0	-1.232	1.214	0.714	1.441	-1.232
(17) Would enable husbands and wives to both pursue teaching careers.	1.44	0.214	1.01	1.0	1.0	-1.211	0.420	-1.214	0.214	-1.211
(18) Would create employment opportunities for unemployed teachers.	1.3213	0.1455	1.11	1.0	1.0	-1.211	0.212	-1.211	0.211	-1.211
(19) PPT Teachers could be considered to lack professional commitment.	4.71	0.041	2.0	2.0	1.0	-1.441	0.441	-1.211	0.441	-1.211
(20) Would create greater opportunities for teachers to improve their qualifications.	5.434	0.013	1.1	1.0	1.0	-1.441	0.441	-1.211	0.441	-1.211
(21) Would discourage beginning teachers from applying for full time employment in disadvantaged areas.	1.743	0.212	2.44	2.0	1.0	-1.441	0.443	-1.211	0.211	-1.211
(22) Would make it increasingly difficult to obtain accurate manpower predictions for teacher supply and demand.	7.221	0.001	2.11	2.11	2.0	-1.211	0.001	-2.926	0.924	-1.211
(23) For maximum benefits PPT Teaching should be implemented immediately.	5.143	0.004	2.32	2.0	2.0	-1.312	0.001	0.494	0.432	-1.471
(24) To minimize administrative difficulties PPT Teaching should be implemented gradually.	1.926	0.147	2.0	2.0	2.0	-1.467	0.151	-0.144	0.344	-1.441

Degrees of Freedom = 2,601

[a]Significant at .05 level.

Group 1 = 29 YEARS AND UNDER
Group 2 = 30 TO 49 YEARS
Group 3 = 50 YEARS AND OVER

TABLE 24

TEACHING EXPERIENCE EFFECTS: PPTT AND EFFECTS ON SUPPLY AND DEMAND FOR TEACHERS

Variable	F ratio	Prob	Group 1 $\bar{x}$	Group 2 $\bar{x}$	Group 3 $\bar{x}$	T-value	Prob	Mean
(14) Would make it difficult for unemployed teachers to enter F.T. teaching.	6.826	0.003	2.147	2.[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
(15) May be considered anti-feminist as it channels many women into part time work only.	3.959	0.020	3.172	3.147	2.996	-0.025	0.151	-2.315
(16) Would make it easier for married females to obtain employment in education.	2.111	0.122	1.828	1.815	1.940	0.644	0.158	1.963
(17) Would enable husbands and wives to both pursue teaching careers.	1.090	0.337	1.843	1.904	[illegible]	[illegible]	[illegible]	[illegible]
(18) Would create employment opportunities for unemployed teachers.	2.846	0.059	1.818	1.815	1.964	[illegible]	[illegible]	[illegible]
(19) PPT Teachers could be considered to lack professional commitment.	19.297	0.000	3.147	3.122	2.732	[illegible]	[illegible]	[illegible]
(20) Would create greater opportunities for teachers to improve their qualifications.	14.665	0.000	1.798	1.801	2.100	[illegible]	[illegible]	[illegible]
(21) Would discourage beginning teachers from applying for full time employment in disadvantaged areas.	5.035	0.007	2.429	2.655	2.268	0.314	0.716	-2.927
(22) Would make it increasingly difficult to obtain accurate manpower predictions for teacher supply and demand.	21.809	0.000	2.682	2.680	2.312	-0.032	0.974	-5.751
(23) For maximum benefits PPT Teaching should be implemented immediately.	5.682	0.004	2.333	2.681	2.596	1.682	0.093	3.371
(24) To minimize administrative difficulties PPT Teaching should be implemented gradually.	3.819	0.023	2.295	2.227	2.100	0.359	0.720	-2.202

Degrees of Freedom = 2,501

*Significant at .05 level.

Group 1 = 1 TO 6 YEARS TEACHING EXPERIENCE
Group 2 = 7 TO 12 YEARS
Group 3 = 13 YEARS AND OVER

TABLE 25

SPECIFIC EMPLOYMENT EFFECTS: PPTT AND EFFECTS ON SUPPLY AND DEMAND FOR TEACHERS

	F Ratio	Prob	Group 1	Group 2	Group 3	Paired Comparisons 1, 2		1, 3		2, 3	
			N=248	N=57	N=120	T Test	Prob	T Test	Prob	T Test	Prob
(36) Would make it difficult for unemployed teachers to enter P.T. teaching.	6.318	0.001	2.024	2.421	2.317	-2.515	0.013	-2.81[illegible]	[illegible]	[illegible]	[illegible]
(35) May be considered anti-feminist if channels many women into part time work only.	0.932	0.395	2.111	2.965	2.883	-1.017	0.310	-0.879	0.926	1.097	0.[illegible]
(34) Would make it easier for married couples to obtain employment in education.	0.629	0.534	1.856	1.930	1.972	0.256	0.798	0.831	0.395	-0.283	0.[illegible]
(33) Would enable husbands and wives to both pursue teaching careers.	0.559	0.572	1.866	1.877	1.933	0.103	0.[illegible]	1.283	0.393	0.519	0.[illegible]
(32) Would create employment opportunities for unemployed teachers.	3.961	0.020	1.815	1.877	2.017	0.[illegible]	0.[illegible]	2.11	0.[illegible]	1.309	0.[illegible]
(31) P.T. teachers could be considered to lack professional commitment.	13.717	0.000	2.138	2.907	2.711	-4.[illegible]	0.[illegible]	-5.[illegible]	0.000	-1.978	0.[illegible]
(30) Would provide greater opportunities for teachers to improve their qualifications.	8.274	0.000	1.815	1.842	2.116	0.274	0.[illegible]	4.[illegible]	0.000	2.438	0.[illegible]
(29) Would discourage beginning teachers from applying for full time employment in unemployed areas.	5.671	0.004	2.476	2.316	2.250	-1.[illegible]	0.[illegible]	-2.[illegible]	0.[illegible]	-0.[illegible]	0.[illegible]
(28) Would make it increasingly difficult to obtain accurate manpower predictions for teacher supply and demand.	11.498	0.000	2.601	2.456	2.283	-1.[illegible]	0.[illegible]	-4.[illegible]	0.000	-1.262	0.[illegible]
(27) The economic benefits PPTT teaching should be implemented immediately.	14.605	0.000	2.339	2.509	2.808	1.[illegible]	0.[illegible]	5.[illegible]	0.000	2.[illegible]	0.[illegible]
(26) To minimize administrative difficulties PPT teaching should be implemented gradually.	4.049	0.018	2.205	2.[illegible]	2.[illegible]	-1.[illegible]	0.[illegible]	-2.[illegible]	0.[illegible]	-0.[illegible]	0.[illegible]

Degrees of Freedom = 2,423

Significant at .01 level.

Group 1 = FULL TIME
Group 2 = PART TIME
Group 3 = NOT EMPLOYED

TABLE 26

SEX EFFECTS: PPT AND EFFECTS OF IN TEACHING AND ADMINISTRATION OF SCHOOLS

(25)	Would create administrative problems at the Head Office level in Sydney.	7.674	0.006	2.504	2.321
(26)	Would create administrative problems at the Regional Office level.	8.119	0.005	2.523	2.353
(27)	Would create administrative problems at the secondary school level.	16.224	0.000	2.570	2.322
(28)	Would reduce teaching effectiveness.	38.693	0.000	3.125	2.713
(29)	PPT Teachers would have less influence in school affairs than F.T. teachers.	28.153	0.000	2.622	2.095
(30)	PPT Teachers should have less influence in schools affairs than F.T. teachers.	30.570	0.000	2.827	2.530
(31)	Problems would arise when PPT Teachers wished to return to F.T. teaching.	8.654	0.003	2.817	2.445
(32)	PPT Teachers desiring to return to F.T. teaching should be given preferential treatment.	3.849	0.050	2.430	2.555
(33)	School Administrators (Principal/Deputy Principal) should not be able to work on a PPT basis.	0.645	0.422	1.902	1.845
(34)	Would place a heavier burden on co-ordinators of teaching programs.	16.614	0.000	2.238	1.987
(35)	Would place a heavier burden on administrators supervising teachers.	22.077	0.000	2.430	2.129
(36)	Would add to the fragmentation of secondary instruction.	22.527	0.000	2.633	2.328
(37)	Would erode effective pupil-teacher relationships.	33.515	0.000	2.953	2.580

TABLE 26 (cont.)

SEX EFFECTS: PRET AND EFFECTS UPON TEACHING AND ADMINISTRATION OF SCHOOLS (continued)

(38)	Would create problems in classroom management of pupils.	19.701	0.000[a]	2.789	2.505	-4.439 0.000[a]
(39)	Would enable students to have contact with a more varied range of adult experiences.	2.157	0.097	2.016	2.095	1.660 0.097
(40)	There should be a specified minimum period of time allocated for PPT Teaching.	0.513	0.474	1.941	1.954	[illegible]
(41)	The period of employment for PPT Teaching positions should be flexible.	4.275	0.039[a]	2.144	2.259	2.080 0.039[a]
(42)	Employment period for PPT Teaching position should be negotiated with school administrators on an individual basis.	0.506	0.477	2.199	2.158	-0.711 0.477
(43)	There should not be a maximum specified period for PPT Teaching.	3.039	0.082	2.144	2.252	1.743 0.082

Degrees of Freedom = 1,571

[a]Significant at .05 level.

Group 1 = FEMALE
Group 2 = MALE
Group 3 =

TABLE 27

AGE [illegible]: PPT AND EFFECTS UPON TEACHING AND ADMINISTRATION OF SCHOOLS

(25)	Would create [illegible] Office level in [illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
(26)	Would create administrative problems at the Regional Office level.	1.134	0.141	2.258	2.025	[illegible]	[illegible]	[illegible]	-3.141	[illegible]
(27)	Would create administrative problems at the secondary school level.	1.070	0.003	2.267	2.345	[illegible]	-3.164	0.002	-2.135	[illegible]
(28)	Would reduce teaching effectiveness.	16.371	0.000	2.124	[illegible]	[illegible]	-2.403	-0.000	-6.926	[illegible]
(29)	PPT Teachers would have less influence in school affairs than F.T. teachers.	13.757	0.000	2.447	[illegible]	[illegible]	[illegible]	[illegible]	-3.827	[illegible]
(30)	PPT Teachers should have less influence in schools affairs than F.T. teachers.	13.165	0.000	2.290	[illegible]	[illegible]	-4.134	0.000	-3.264	[illegible]
(31)	Problems would arise when PPT Teachers wished to return to F.T. teaching.	1.299	0.274	2.323	[illegible]	[illegible]	[illegible]	[illegible]	0.423	[illegible]
(32)	PPT Teachers desiring to return to F.T. teaching should be given preferential treatment.	0.148	0.862	2.493	[illegible]	[illegible]	[illegible]	[illegible]	0.510	[illegible]
(33)	School Administrators (Principal/Deputy Principal) should not be able to work on a PPT basis.	6.584	0.002	1.995	1.541	[illegible]	-2.067	0.039	-3.521	[illegible]
(34)	Would place a heavier burden on co-ordinators of teaching programs.	10.364	0.000	2.267	2.024	1.867	-3.721	0.000	-3.759	0.000
(35)	Would place a heavier burden on administrators supervising teachers.	16.542	0.000	2.469	2.152	2.000	-4.991	-0.000	-6.439	0.000
(36)	Would add to the fragmentation of secondary instruction.	9.181	0.000	2.627	2.295	2.217	-3.375	0.001	-2.663	0.000
(37)	Would erode effective pupil-teacher relationships.	13.395	0.000	2.945	2.612	[illegible]	-4.103	0.000	-4.402	[illegible]

TABLE 27 (cont.)

AGE EFFECTS: PPIT AND EFFECTS UPON TEACHING AND ADMINISTRATION OF SCHOOLS (continued)

(38) Would create problems in classroom management of pupils.	9.142	[illegible]	[illegible]	[illegible]		[illegible]	[illegible]	[illegible]	[illegible]
(39) Would enable students to have contact with a more varied range of adult experiences.	6.559	0.002[a]	1.956	2.112	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
(40) There should be a specified minimum period of time allocated for PPT Teaching.	0.179	[illegible]	1.963	1.976	1.917	[illegible]	[illegible]	[illegible]	[illegible]
(41) The period of employment for PPT Teaching positions should be flexible.	2.296	0.102	2.057	2.010	[illegible]	1.819	0.063	-0.617	0.677
(42) Employment period for PPT Teaching position should be negotiated with school administrators on an individual basis.	8.25	0.039	2.179	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
(43) There should not be a maximum specified period for PPT Teaching.	1.213	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]

Degrees of Freedom = 2,570

[a]Significant at .05 level.

Group 1 = 29 YEARS AND UNDER
Group 2 = 30 TO 49 YEARS
Group 3 = 50 YEARS AND OVER

TABLE 28

TEACHING EXPERIENCE EFFECTS: PPTT AND [illegible] ON TEACHING AND ADMINISTRATION OF SCHOOLS

(25)	Would create administrative problems at the Regional Office level in Sydney.									
(26)	Would create administrative problems at the Regional Office level.	12·037	0·000	2·[illegible]						
(27)	Would create administrative problems at the secondary school level.	15·175	0·000	2·110	2·520	[illegible]				
(28)	Would reduce teaching effectiveness.	30·109	0·000	[illegible]						
(29)	PPT Teachers would have less influence in school affairs than F.T. teachers.	16·267	0·000	2·[illegible]						
(30)	PPT Teachers should have less influence in schools affairs than F.T. teachers.	16·426	0·000	2·[illegible]						
(31)	Problems would arise when PPT Teachers wished to return to F.T. teaching.	1·378	0·025	2·[illegible]						
(32)	PPT Teachers desiring to return to F.T. teaching should be given preferential treatment.	1·361	0·247	2·[illegible]						
(33)	School Administrators (Principal/Deputy Principal) should not be able to work on a PPT basis.	2·802	0·062	1·977	1·[illegible]					
(34)	Would place a heavier burden on co-ordinators of teaching programs.	20·594	0·000	2·332	2·147	1·256				
(35)	Would place a heavier burden on administrators supervising teachers.	25·929	0·000	2·518	2·[illegible]					
(36)	Would add to the fragmentation of secondary instruction.	12·396	0·000	2·170	2·513	2·267				
(37)	Would erode effective pupil-teacher relationships.	21·665	0·000	2·457	2·[illegible]					

TABLE 28 (cont.)

TEACHING EXPERIENCE EFFECTS: PPTT AND EFFECTS UPON TEACHING AND ADMINISTRATION OF SCHOOLS (continued)

(38) Would create problems in classroom management of pupils.	8.450	0.000	1.936	2.053	2.181	1.915*	0.001*	4.[illegible]
(39) Would enable students to have contact with a more varied range of adult experiences.	0.172	0.511	1.925	1.953	[illegible]	[illegible]	[illegible]	[illegible]
(40) There should be a specified minimum period of time allocated for PPT Teaching.	0.415	0.126	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
(41) The period of employment for PPT Teaching positions should be flexible.	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
(42) Employment period for PPT Teaching position should be negotiated with school administrators on an individual basis.	[illegible]	[illegible]	2.117	2.210	[illegible]	[illegible]	[illegible]	[illegible]
(43) There should not be a maximum specified period for PPT Teaching.	0.163	0.012	2.155	2.213	[illegible]	0.720*	0.412*	1.138	0.26[illegible]

Degrees of Freedom = 2,870

*Significant at .05 level.

Group 1 = 1 TO 6 YEARS TEACHING EXPERIENCE
Group 2 = 7 TO 12 YEARS
Group 3 = 13 YEARS AND OVER

TABLE 29

SPOUSE EMPLOYMENT [illegible] ATTITUDE TOWARDS [illegible]

	Means			Paired Comparisons					
				1, 2		1, 3		2, 3	
	N 285	N = 55	N = 16	T Test	Prob	T Test	Prob	T Test	Prob
(25) Would create administrative problems at the Office level in [illegible]	2·147	2·182	2·250	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
(26) Would create administrative problems at the Regional office level.	2·377	2·216	2·426	0·215	-0·830	0·408	-2·361	0·019	-2·[illegible]
(27) Would create administrative problems at the secondary school level.	2·208	2·204	2·692	2·195	-1·479	0·135	-4·274	0·000	-4·[illegible]
(28) Would reduce teaching effectiveness.	3·049	2·938	2·812	0·401	-0·[illegible]	0·000	7·211	0·020	2·[illegible]
(29) PPI Teachers would have less influence in school affairs than F.T. Teachers.	2·091	2·379	2·109	2·[illegible]	-2·[illegible]	0·[illegible]	-0·491	0·[illegible]	0·[illegible]
(30) PPI Teachers should have less influence in school affairs than F.T. Teachers.	2·452	2·642	2·[illegible]	2·[illegible]	-2·[illegible]	0·[illegible]	-0·408	0·[illegible]	-0·[illegible]
(31) Problems would arise when PPI Teachers wished to return to F.T. teaching.	2·279	2·493	2·565	2·[illegible]	-0·[illegible]	0·[illegible]	-3·243	0·[illegible]	-1·[illegible]
(32) PPI Teachers desiring to return to F.T. teaching should be given preferential treatment.	2·160	2·318	2·491	1·872	-0·[illegible]	0·[illegible]	-2·[illegible]	0·[illegible]	-1·[illegible]
(33) School Administrators (Principal/Deputy Principal) should not be able to work on a PPI basis.	2·160	1·926	1·826	1·733	-0·[illegible]	0·[illegible]	-2·[illegible]	0·[illegible]	-0·[illegible]
(34) Would place a heavier burden on co-ordinators of teaching programs.	2·629	2·200	2·073	1·921	-1·[illegible]	0·[illegible]	-3·[illegible]	0·[illegible]	-1·[illegible]
(35) Would place a heavier burden on administrators supervising teachers.	11·287	2·376	2·[illegible]	2·[illegible]	-4·[illegible]	0·[illegible]	-4·[illegible]	0·[illegible]	-0·[illegible]
(36) Would add to the fragmentation of secondary instruction.	19·269	2·[illegible]	2·[illegible]	2·[illegible]	-5·[illegible]	0·[illegible]	-5·[illegible]	0·[illegible]	-0·[illegible]
(37) Would create effective pupil-teacher relationships.	11·679	2·[illegible]	2·[illegible]	2·[illegible]	-6·[illegible]	0·[illegible]	-6·[illegible]	0·[illegible]	-1·[illegible]

TABLE 29 (cont.)

SPOUSE EMPLOYMENT EFFECTS: PPT AND EFFECTS UPON TEACHING AND ADMINISTRATION IN SCHOOLS (continued)

	F Value	Prob	Means			Paired Comparisons					
						1, 2		1, 3		2, 3	
			N=285	N=55	N=116	T-Test	Prob	T-Test	Prob	T-Test	Prob
(33) Would create problems in classroom management of pupils.	19.122	0.000*	2.814	2.473	2.328	3.162	0.002*	5.989	0.000*	1.242	0.110
(39) Would enable students to have contact with a more varied range of adult experiences.	5.512	0.004*	2.003	2.036	2.207	0.401	0.688	3.322	0.001*	1.844	0.042
(40) There should be a specified minimum period of time allocated for PPT Teaching.	1.118	0.328	1.919	1.982	2.034	0.576	0.512	1.468	0.143	0.601	0.252
(41) The period of employment for PPT Teaching positions should be flexible.	3.915	0.021*	2.179	2.071	2.155	0.702	0.517	2.371	0.017*	2.420	0.016*
(42) Employment period for PPT Teaching position should be negotiated with school administrators on an individual basis.	0.805	0.448	2.168	2.036	2.129	1.145	0.253	0.285	0.715	1.222	0.222
(43) There should not be a maximum specified period for PPT Teaching.	2.019	0.134	2.140	2.182	2.302	0.556	0.617	2.009	0.045*	1.004	0.316

Degrees of Freedom = 2,453

*Significant at .05 level.

Group 1 = FULL TIME
Group 2 = PART TIME
Group 3 = NOT EMPLOYED

TABLE 30

TEACHING EXPERIENCE EFFECTS: PPTT AND EFFECTS ON SOCIAL LIFE

(44)	Would lead to a change in attitudes towards parental responsibilities.	1·470	0·231	2·113	2·[illegible]	2·[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
(15)	Would provide an alternative for teachers involved in severe physical crisis.	0·329	0·720	2·030	2·034	2·070	0·[illegible]	[illegible]	[illegible]	[illegible]
(46)	Would provide an alternative for teachers experiencing severe emotional crisis.	0·342	0·697	2·101	2·116	2·[illegible]	0·216	0·837	0·523	0·[illegible]
(47)	Would provide an alternative for teachers who have specific domestic problems.	1·215	0·232	1·[illegible]	1·[illegible]	1·[illegible]	-0·[illegible]	[illegible]	2·111	[illegible]
(48)	Would create opportunities for teachers wanting to experiment with alternative life styles.	0·637	0·465	1·[illegible]	1·[illegible]	2·[illegible]	[illegible]	[illegible]	0·902	[illegible]
(49)	Would better enable working single parents to meet their family responsibilities.	0·698	0·495	1·732	1·772	1·[illegible]	[illegible]	[illegible]	1·477	[illegible]
(50)	Would not be suited to the needs of single parents because of the high cost of living.	0·160	0·852	2·833	2·822	2·[illegible]	-0·[illegible]	0·[illegible]	[illegible]	[illegible]
(51)	Would enable working single parents to devote more time to their children.	5·025	0·007*	1·788	1·774	1·924	-0·239	0·812	2·856	0·108
(52)	Would facilitate effective community participation in school based decision making.	5·431	0·000*	2·500	2·575	2·[illegible]	0·997	0·319	3·972	0·000*
(53)	Should be available to those in the community with special interests and talents.	4·355	0·013*	2·048	2·014	2·[illegible]	-0·[illegible]	0·[illegible]	2·570	0·018*
(54)	Would create opportunities for ethnic groups to contribute towards the education of all children.	4·556	0·011*	2·121	2·110	2·[illegible]	-0·173	0·[illegible]	2·559	0·011*
(55)	Ethnic groups participation would enable students from these backgrounds to preserve their cultural heritage.	2·577	0·057	2·[illegible]	2·[illegible]	2·[illegible]	[illegible]	[illegible]	2·347	0·019

Degrees of Freedom = 2,579

*Significant at .05 level.

Group 1 = 1 TO 6 YEARS TEACHING EXPERIENCE
Group 2 = 7 TO 12 YEARS
Group 3 = 13 YEARS AND OVER

TABLE 31

SPOUSE EMPLOYMENT [illegible] AND EFFECTS ON SOCIAL LIFE

						Pairwise Comparisons				
(44) Would lead to a change in attitudes towards parental responsibilities.	1·468	0·236	2·753	2·[illegible]07	2·720	-1·671	0·095	-0·047	0·963	1·[illegible]78
(45) Would provide an alternative for teachers involved in severe physical crisis.	2·103	0·123	2·028	1·982	2·105	0·[illegible]05	0·621	1·836	0·[illegible]	1·[illegible]85
(46) Would provide an alternative for teachers experiencing severe emotional crisis.	0·[illegible]91	0·501	2·118	2·[illegible]71	2·[illegible]89	-0·[illegible]01	0·[illegible]44	0·[illegible]452	0·[illegible]341	1·[illegible]063
(47) Would provide an alternative for teachers who have specific domestic problems.	2·436	0·089	1·771	1·768	1·[illegible]97	-0·[illegible]032	0·[illegible]992	2·147	0·[illegible]032	1·[illegible]485
(48) Would create opportunities for teachers wanting to experiment with alternative life styles.	3·714	0·025~	1·982	1·857	2·112	-1·139	0·[illegible]265	2·171	0·[illegible]030~	2·[illegible]467
(49) Would better enable working single parents to meet their family responsibilities.	0·049	0·952	1·727	1·722	1·[illegible]59	0·[illegible]299	0·[illegible]765	0·[illegible]627	0·[illegible]479	0·[illegible]287
(50) Would not be suited to the needs of single parents because of the high cost of living.	0·915	0·033	2·[illegible]26	2·[illegible]786	2·[illegible]28	-0·[illegible]210	0·[illegible]534	0·[illegible]310	0·[illegible]757	0·[illegible]378
(51) Would enable working single parents to devote more time to their children.	0·427	0·653	1·823	1·804	1·[illegible]871	-0·[illegible]248	0·[illegible]804	0·[illegible]815	0·[illegible]416	0·[illegible]774
(52) Would facilitate effective community participation in school based decision making.	10·[illegible]789	0·000~	2·[illegible]524	2·[illegible]732	2·[illegible]582	2·[illegible]086	0·[illegible]037	4·[illegible]503	0·000~	1·[illegible]171
(53) Should be available to those in the community with special interests and talents.	1·[illegible]695	0·[illegible]194	2·[illegible]073	2·[illegible]161	2·[illegible]215	0·[illegible]815	0·[illegible]445	1·[illegible]758	0·[illegible]079	0·[illegible]457
(54) Would create opportunities for ethnic groups to contribute towards the education of all children.	5·[illegible]510	0·[illegible]004~	2·[illegible]125	2·[illegible]161	2·[illegible]345	0·[illegible]404	0·[illegible]656	3·[illegible]304	0·[illegible]001~	1·[illegible]870
(55) Ethnic groups participation would enable students from these backgrounds to preserve their cultural heritage.	2·[illegible]868	0·[illegible]058	2·[illegible]036	2·[illegible]071	2·[illegible]207	0·[illegible]187	0·[illegible]831	2·[illegible]372	0·[illegible]018	1·[illegible]435

Degrees of Freedom = 2,457

[a]Significant at .05 level.

Group 1 = FULL TIME
Group 2 = PART TIME
Group 3 = NOT EMPLOYED